

InSights

Initial Teacher Education: Data Report 2014

Australian Institute for Teaching and
School Leadership



Initial
Teacher
Education

Australian Institute for Teaching and School Leadership

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AITSL works with the education community to:

- Define and maintain standards for excellence in teaching and school leadership
- Lead and influence excellence in teaching and school leadership
- Support and recognise excellence in teaching and school leadership.

Within the field of initial teacher education AITSL has been tasked with the ongoing monitoring and review of the national approach to accreditation of initial teacher education programs. AITSL works with stakeholders to provide support and guidance for further improving initial teacher education within Australia.

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Chair's Foreword



I am pleased to introduce AITSL's second *Initial Teacher Education: Data Report*. Since we released the first report in May 2013, the debate over the quality and direction of initial teacher education has intensified. The first data report has contributed to the quality of that debate.

The 2014 report builds on the collection of baseline data assembled for the initial report, bringing together nationally available data on initial teacher education in Australia. For the 2014 report, additional data has been collected including time series data as well as data on the first year retention rates in initial teacher education.

The addition of time series, in particular, allows for greater identification of trends and comparative analysis. The 2014 report also incorporates the results from the 2013 Staff in Australia's Schools Survey.

The data presented in this report highlight the scale and diversity of initial teacher education in Australia. Over 78,000 students were enrolled in initial teacher education in 2012, in over 400 courses at 48 providers. They study on campus and online, full-time and part-time, and at the undergraduate and postgraduate levels. They enter initial teacher education through diverse pathways, and graduate into employment across the range of Australian schools.

This report will make a significant contribution to informing the continuous improvement of initial teacher education in the country.

Professor John Hattie

Chair, AITSL Board



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Summary of key findings

1. Applications

In 2012, 77.7 per cent of offers made through Tertiary Admissions Centres for undergraduate initial teacher education programs were to applicants who nominated initial teacher education as their highest preference.

2. Commencements

In 2012, total initial teacher education commencements (domestic and international) were 30,457, an 8 per cent increase on the previous year.

Sixty-nine per cent of commencing students were mainly studying through an on-campus mode of attendance.

3. Completions

In 2012, 16,650 students completed an initial teacher education program, 59 per cent at the undergraduate level and 41 per cent as a postgraduate qualification. Forty-three per cent of undergraduate completions were in primary education while 45 per cent of postgraduate completions were in secondary.

4. Basis of admission

In 2012, 40.9 per cent of domestic undergraduate commencing students entered on the basis of their secondary education.

5. Secondary entrants with an ATAR

Domestic undergraduate entrants who were admitted on the basis of their secondary education and had an ATAR accounted for 19.5 per cent of the 30,457 students who commenced a teacher education program in 2012.

In 2012, 56 per cent of students entering an initial teacher education program on the basis of their secondary education and with an ATAR had an ATAR between 61 and 80. Thirty one per cent had an ATAR 81 and over, while 13 per cent had an ATAR 60 and below.

6. First year retention

First year retention rates for initial teacher education domestic undergraduates (80.9 per cent) parallels retention rates for domestic undergraduates in all fields of education (79.9 per cent).

Student and program characteristics can have an impact on the first year retention rates for domestic undergraduate students.



7. Graduate satisfaction

The Staff in Australia's Schools (SiAS) survey found that both primary and secondary early career teachers perceived their courses particularly helpful in preparing them for 'developing and teaching a unit of work' and 'meeting my professional and ethical responsibilities as a teacher'. The area considered least helpful was 'teaching Aboriginal and Torres Strait Islander students' for early career primary teachers and 'involving parents/guardians in the educative processes for early career secondary teachers'.

8. Principals

Principal responses in the SiAS survey show that both primary and secondary graduates were seen as 'well prepared' or 'very well prepared' in 'making effective use of ICT'.

For principals of primary graduates the lowest rating was given to graduates' preparation in 'supporting students with disabilities' while for principals of secondary graduates the lowest rating was 'dealing with difficult student behaviour.'

9. Employment

Generally teacher education graduates seeking full-time employment have been as successful as bachelor graduates from other fields of education.

Responses to the 2012 Graduate Destinations Survey indicated that 87 per cent of primary graduates, 86 per cent of secondary graduates and 82 per cent of early childhood graduates had found full- and/or part-time employment (in schools and not in schools) within four months of graduation.

Responses to the 2012 Graduate Destinations Survey indicate that 50 per cent of primary graduates, 48 per cent of secondary graduates and 35 per cent of early childhood graduates were employed full-time in schools within four months of graduation.

Fifty-five per cent of primary and 57 per cent of secondary graduates currently employed part-time in schools are seeking full-time employment.



Glossary

Accredited initial teacher education programs	Initial teacher education programs which have been accredited or approved through an authorised external accreditation process. Graduates of accredited programs meet the qualification requirement for registration as a teacher in Australia.
Accreditation Standards and Procedures	This refers to <i>Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures</i> http://www.aitsl.edu.au/docs/default-source/initial-teacher-education-resources/accreditation_of_initial_teacher_education_file.pdf .
ATAR	The Australian Tertiary Admission Rank is a percentile score that summarises the overall achievement of final year secondary students within a state or territory. Its values range from 'less than 30' to 99.95.
Basis of admission	The main criterion on which the applicant was granted an offer. Basis of admission can be: secondary education (undertaken at a school, RTO or HEP); higher education; TAFE/ vocational education; professional qualification; mature age special entry provision; other. (Department of Education, <i>HEIMS HELP</i> , 2012b http://heimshelp.education.gov.au/sites/heimshelp/Resources/Glossary , viewed 14 March 2014.)
Commencements	Students enrolled in a course for the first time at a higher education provider between 1 January of the Collection Year and 31 December of the Collection Year (Department of Education, <i>HEIMS HELP</i> , 2012b http://heimshelp.education.gov.au/sites/heimshelp/Resources/Glossary , viewed 14 March 2014). Commencement data provided in the report therefore includes all commencing students not only those students commencing in the first year of a program.
Completions	The successful completion of all the academic requirements of a course which includes any required attendance, assignments, examinations, assessments, dissertations, practical experience and work experience in industry (Department of Education, <i>HEIMS HELP</i> , 2012b http://heimshelp.education.gov.au/sites/heimshelp/Resources/Glossary , viewed 14 March 2014).
Demand driven funding	A system whereby the Government provides its funding contribution for every domestic student enrolled in a bachelor degree course at a public university. Universities decide how many places they will offer and in which disciplines, based on student demand and employers' need.
Enrolment	When a person has been admitted to program at the Higher Education Provider at the census date, is still entitled to continue with their studies before the census date, and has not formally indicated before the census date that they have withdrawn from or deferred their studies (Department of Education, <i>HEIMS HELP</i> , 2012b http://heimshelp.education.gov.au/sites/heimshelp/Resources/Glossary , viewed 14 March 2014).



Field of education	<p>The field of education (FoE) classification is based on the Australian Bureau of Statistics, Australian Standard Classification of Education (ASCED) 2001 in which fields of education are related to each other through the similarity of subject matter, through the broad purpose for which the education is undertaken, and through the theoretical content which underpins the subject matter. ASCED identifies 12 fields of education as listed below:</p> <ul style="list-style-type: none"> 01 Natural and physical sciences 02 Information technology 03 Engineering and related technologies 04 Architecture and building 05 Agriculture, environmental and related studies 06 Health 07 Education 08 Management and commerce 09 Society and culture 10 Creative arts 11 Food, hospitality and personal services 12 Mixed field programmes <p>Data provided for all fields of education in this report is the aggregated data for students commencing, enrolling and completing higher education courses across all twelve fields of education (Australian Bureau of Statistics, 2001 p. 71).</p>
Highest preference	<p>The highest preference entered by an applicant for a place and course that is considered valid (that is, a Commonwealth-supported place in a higher education undergraduate award course at a Table A or B HEP). In Tertiary Admissions Centres where an applicant can apply for VET and/or postgraduate this may not be their first preference. For both applications and offers, the preference number is the ordinal position of the course as at the reference date (Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE) 2012a, p.53).</p>
Mature age	<p>Students commencing a Higher Education program through a mature age special entry provision as determined by the Higher Education Provider.</p>
Mode of attendance	<p>The mode of attendance is the way in which the student undertakes a unit of study OR the mode of attendance for a preference or offered course as indicated by an applicant.</p> <p>Internal – at an on-shore or off-shore campus (includes classroom based)</p> <p>External – at an on-shore or off-shore campus (includes electronic based, on line and correspondence)</p> <p>Multi-modal – combined internal and external attendance</p> <p>(Department of Education, <i>HEIMS HELP</i>, 2012b http://heimshelp.education.gov.au/sites/heimshelp/Resources/Glossary, viewed 14 March 2014).</p>
Not elsewhere classified (nec)	<p>This can include particular categories that are combined in a table where a number of other particular categories such as 'Teacher Education – Primary' are individually specified. In some tables this may also include not further defined (nfd).</p>



Not further defined (nfd)	Data are coded under a broad category, such as 'Teacher Education' in tables where other data are coded to specific categories such as 'Teacher Education – Primary'.
Postgraduate program	<p>Postgraduate program is a course of study that leads to the award of a graduate certificate, graduate diploma, master's degree or doctorate (DIISRTE 2012b, p. 55). Postgraduate programs usually involve a pre-requisite bachelor degree for entry.</p> <p>The postgraduate and undergraduate classifications in this report are based on the 'levels of education' classifications in ASCED. ASCED has no category for bachelors programs at the graduate level, so graduate-entry bachelors programs are classified as 'undergraduate'.</p>
Registration as a teacher	A 'statutory licence' to perform the duties of a school teacher. Registration is granted and managed by teacher regulatory authorities in each state and territory.
Regional and remote	In this report the regional and remote categories are derived from the Socio-Economic Indexes for Areas (SEIFA) 2011. SEIFA is a product developed by the Australian Bureau of Statistics that ranks areas in Australia according to relative socio-economic advantage and disadvantage (ABS 2011b, http://www.abs.gov.au/websitedbs/censushome.nsf/home/seifa?opendocument&navpos=260 , viewed 14 March 2014). The indexes are based on information from the five-yearly Census. In the 2012 ITE Data Report MCEETYA classifications were used.
Socio-economic status (SES)	In this report the socio-economic status has been derived from the Australian Statistical Geography Standard at the Statistical Area 1 (SA1) level (ABS, 2011a, http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/2901.0Chapter23102011 , viewed 14 March 2014). The 2012 ITE Data report used the 2006 ABS Socio-Economic Index for Areas (SEIFA) Index of Education and Occupation (IEO) as the measure for calculating SES status.
Uncapped system	See 'Demand driven funding'.
Undergraduate program	A course of study that leads to the award of an undergraduate qualification. This includes a diploma, advanced diploma, associate degree or a bachelor degree, including at the honours level (DIISRTE 2012b, p. 56). Data on postgraduate bachelors programs are also captured with the undergraduate program data.



Acronyms

ABS	Australian Bureau of Statistics
ACER	Australian Council for Educational Research
AGS	Australian Graduate Survey
AITSL	Australian Institute for Teaching and School Leadership
ASCED	Australian Standard Classification of Education
ATAR	Australian Tertiary Admissions Rank
BGS	Beyond Graduation Survey
CEQ	Course Experience Questionnaire
DE	Department of Education (Australian Government)
DIICCS RTE	Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (Australian Government)
FoE	Field of Education
GCA	Graduate Careers Australia
GDS	Graduate Destination Survey
IELTS	International English Language Testing System
ITE	Initial Teacher Education
LTEWS	Longitudinal Teacher Education and Workforce Study
nec	Not elsewhere classified
NESB	Non-English speaking background
nfd	Not further defined
np	Not published
NTWD	National Teaching Workforce Dataset
SES	Socio-economic status
SiAS	Staff in Australia's Schools Survey
STAT	Special Tertiary Admissions Test
VET	Vocational Education and Training

Data

Data in this report have been sourced from a mix of national data collections and surveys:

- Department of Education's Higher Education Statistics Collection¹
- Graduate Careers Australia's Australian Graduate Survey²
- Staff in Australia's Schools survey³
- The Longitudinal Teacher Education and Workforce Study.⁴

Higher Education Statistics Collection

The Higher Education Statistics Collection records administrative and statistical information about higher education students in Australia. Approved Higher Education Institutions (HEIs) submit data about their students to the Department of Education.⁵ HEIs are required to sign off and verify that the data they have reported to the Department are accurate and correct. Once the data are verified and signed off, a snapshot of the data is taken for use in the Department's publications, in uCube and for the provision of customised data. The data in this report are derived from the verified and signed off data. Revised data may be submitted by HEIs through the Higher Education Information Management System (HEIMS) at any time, however, no change will be made to the verified and signed off data. It is also relevant to note that the reporting practices followed in entering data into the HEIMS may vary across HEIs.

Specifically in this report, results from the Collection mostly refer to students in courses identified by their HEI as special course 22 'providing initial teacher training'. These courses cover the following detailed field of education categories:

- teacher education (Includes education programs not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations)
- teacher education: early childhood
- teacher education: primary
- teacher education: secondary

¹ Department of Education, *Higher Education Statistics*, Department of Education 2014a, Canberra, viewed 10 April 2014, <https://education.gov.au/higher-education-statistics>.

² Graduate Careers Australia Ltd, *Australian Graduate Survey 2012: A report of the Conduct of the 2012 Australian Graduate Survey*, Graduate Careers Australia, Melbourne, 2013, viewed 13 March 2014, <http://www.graduatecareers.com.au/wp-content/uploads/2013/08/Australian%20Graduate%20Survey%202012.pdf>.

³ P McKenzie, P Weldon, G Rowley, M Murphy & J McMillan, *Staff in Australia's Schools 2013: Main Report on the survey*, Department of Education, Canberra, 2014.

⁴ D Mayer, B Doecke, P Ho, J Kline, A Kostogriz, J Moss, S North & B Walker-Gibbs, *Longitudinal Teacher Education and Workforce Study Final Report*, Department of Education, Canberra, 2014.

⁵ Due to machinery of government changes post the 2013 Federal Election, the Higher Education Group now resides within the Department of Education (DE). References to the Higher Education Statistics collection in the 2013 ITE Data report referred to the Department of Industry, Innovation, Science, Research and Tertiary Education (DIICSRTE).

- teacher education: vocational education and training
- teacher education: higher education
- teacher education: special education
- English as a second language teaching
- teacher education not elsewhere classified.

Australian Graduate Survey

The Australian Graduate Survey includes the Graduate Destination Survey (GDS) and, depending on the graduate either the Course Experience Questionnaire (CEQ) or the Postgraduate Research Experience Questionnaire (PREQ). This report includes data from both the GDS and CEQ.

Data provided in this report are based on survey responses to the GDS and CEQ from graduates who have identified as completing a teacher education program. The GCA data use aggregations of ASCED, the components covered in Education: Initial Training are⁶:

- curriculum studies
- education studies
- teacher education
- teacher education: early childhood
- teacher education: primary
- teacher education: secondary
- teacher education: special education
- teacher education: vocational education and training.

Where possible, results in this report focussed on survey responses from those graduates who reported having completed a primary, secondary or early childhood program, as these respondents cover approximately 80 per cent⁷ of all education respondents.

⁶ Graduate Careers Australia Ltd, *Graduate Survey 2012: A report of the Conduct of the 2012 Australian Graduate Survey*, 2013.

⁷ Calculation of this percentage has been taken from the number of respondents provided in GCA survey data.

Staff in Australia's School survey

The 2013 Staff in Australia's School survey (SiAS) commissioned by the Australian Government Department of Education provides a detailed picture of the Australian teacher workforce. The 2013 survey also provides an opportunity to compare data gathered in the previous SiAS surveys conducted in 2007 and 2010. The survey was conducted from May to August 2013 by the Australian Council for Educational Research (ACER).

The 2013 SiAS includes updated questions designed to align with the *Australian Professional Standards for Teachers*. The survey captured responses from four key populations: Primary Teachers; Secondary Teachers; Primary Leaders; and Secondary Leaders. The response numbers and rates were:

Population	Number of responses	Final response rate %
Primary Teachers	5,213	32.8
Secondary Teachers	10,349	31.4
Primary Leaders	765	44.9
Secondary Leaders	874	39.0

The figures reported in the SiAS are 'estimates of populations obtained from the SiAS sample and care needs to be taken in their interpretation, especially in regard to sub-groups of teachers, and Leaders, due to their much smaller numbers. However, with the large numbers of responding teachers and leaders at the national level, and the data exclusions and weighting steps detailed in the report, the data quality is likely to be at least equal to the quality of other teacher surveys conducted to date in Australia'.⁸

⁸ P McKenzie P et al 2014.

Longitudinal Teacher Education and Workforce Study

The recent release of the Longitudinal Teacher Education and Workforce Study⁹ (LTEWS) has provided an opportunity for additional data from the LTEWS to be included in this report. The LTEWS is an 18 month study which investigated two main issues:

- employment and career progression of the 2011 cohort of graduates from teacher education programs into the teaching workforce
- views on the relevance and effectiveness of their teacher education.

The target population for the survey was all teachers who had graduated from an initial teacher education program in 2011, and included those who had registered with a state/territory teacher regulatory authority and those who had chosen not to. The study also captured the views of school principals in those schools where the graduate teachers were employed. The study followed the graduate teachers from the time of graduation and into their second year of teaching, with data collection points at March 2012, October 2012 and March 2013.

The longitudinal analysis involved three groups of respondents to the LTEWS surveys. The first group consists of those who responded to Rounds 1 and 2 of the graduate teacher surveys. The report refers to this group as Cohort 1. The second group consists of respondents to Rounds 2 and 3 of the surveys, and are referred to as Cohort 2. The third group are those respondents to Rounds 1 and 3 of the survey and are referred to as Cohort 3. Response rates for the three rounds of graduate teacher surveys ranged from between 8.3 per cent and 16.7 per cent when compared to national initial teacher education award course completion data, with between 87 and 91 per cent of the returned surveys completed.

The LTEWS also includes a national mapping of initial teacher education programs in Australia. The mapping was a point-in-time review which focussed on programs appearing as active on initial teacher education provider websites between October 2011 and March 2012 and were relevant to the graduate teacher cohort (2011/2012) followed in the study. The data mapping gathered key dimensions of teacher education programs, specifically teacher education structures, approaches and measures of entry into teacher education programs. The mapping was used to support the analysis of the teacher and principal survey responses and the follow-up interviews with graduate teachers in the LTEWS project.

The LTEWS provides both a point-in-time and longitudinal perspective on the 2011 cohort of new graduates from their exit from teacher education programs into the first year of teaching employment. Due to limitations in the design, timelines and implementation of the LTEWS, its findings should be interpreted with caution noting that the study faced great difficulty in identifying a consistent body of newly qualified teachers transitioning to work. Any concerns about data quality are highlighted throughout the LTEWS report to enable readers to consider margins of error when interpreting the data. Detailed information on the methodology and data constraints is available in the full LTEWS report.

⁹ D Mayer et al 2014.

1. Introduction

1.1 Purpose

The *Initial Teacher Education: Data Report 2014* builds on the first AITSL data report released in 2013. The 2014 Report brings together a range of 2012 data about initial teacher education (ITE) applicants, students and graduates that is publicly available or available upon request as customised data.

This report aims to inform ongoing research and policy development by providing data about initial teacher education in an easily accessible single resource. By highlighting, describing and analysing data specific to initial teacher education in Australia, the report also contributes to the broader public discussion of issues related to initial teacher education.

This annual report also adds to the information relating to initial teacher education, building a dataset that, over time, will provide a key starting point for consideration of the context and outcomes of initial teacher education.

1.2 Structure

The report focusses on key elements in the lifecycle of students' initial teacher education, including:

- the context and scale of initial teacher education
- entry to ITE programs
- completion and satisfaction with ITE programs
- employment after graduation.

This introductory section provides an overview of related projects and the national approach to program accreditation. Section 2 is an overview of initial teacher education in Australia, highlighting both the scale of initial teacher education and the characteristics of students entering and completing initial teacher education programs.

Section 3 considers entry into initial teacher education programs, outlining the ways students enter programs and the retention rates of commencing students. Section 4 provides information on the levels of satisfaction that both graduates and employers report about how well initial teacher education programs prepare teachers to teach. Information on employment rates after graduation is also presented.

The final section of the report provides data at both the institutional and program level, including student demographics, ATAR bands and commencements and completions by program.



1.3 Related projects

Identification of data items to evaluate initial teacher education

In 2013 AITSL undertook an investigation of the options for the collection and inclusion of new data collections in future data reports. KPMG was commissioned to undertake a consultation process, working with key initial teacher education stakeholders to identify potential current and new data items for collection and reporting.

While stakeholders provided a number of suggestions during the consultations, the majority were beyond the scope of current data collections and processes. The consultation process did not identify any additional data items that were both considered feasible to collect in the short term and of high value in driving quality improvements in initial teacher education. Recommendations from the consultation concluded that the data reported here captures the extent of information, relevant to the quality of initial teacher education, presently available across the education sector.

Other recommendations from the consultation included new collections and processes that sought to link data on initial teacher education students through to individual employment data and more detailed data regarding the professional experience component of initial teacher education programs.

The recommendations from the consultation have been considered and are being pursued where appropriate.

National Teaching Workforce Dataset

The National Teaching Workforce Dataset (NTWD) project has been established to develop a system for the classification, collection, storage, analysis and reporting of national and jurisdictional data, relating to the Australian teaching workforce. The dataset aims to collect and collate core data items, covering a range of workforce planning data including demographics, qualifications, professional development, teacher registration, current employment status, exits from teaching and teacher supply and demand. The report is currently being finalised and is anticipated for public release mid-2014.

1.4 The national approach to program accreditation

The accreditation of initial teacher education programs is a key element in improving teacher quality. National accreditation has two main objectives:

- improving teacher quality through continuous improvement of initial teacher education
- accountability of providers for their delivery of quality teacher education programs based on transparent and rigorous standards and accreditation processes.

To achieve accreditation, providers of initial teacher education programs must demonstrate that their programs meet the requirements set out in the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures*.¹⁰ The Accreditation Standards and Procedures have three integrated elements:

- the Graduate Teacher Standards, which are the Graduate career stage of the *Australian Professional Standards for Teachers*¹¹, and make explicit the knowledge, skills and attributes expected of graduates of nationally accredited programs
- the Program Standards, which describe key features expected of high-quality initial teacher education programs
- the accreditation process, which sets out a nationally consistent process for accrediting programs.

Providers of initial teacher education programs are required to submit evidence to the teacher regulatory authority in their jurisdiction to demonstrate how they meet the requirements of the Accreditation Standards and Procedures. Programs are required to be accredited every five years.

As at 30 June 2014, 87 programs have been accredited under the national process. Transition to the national process is happening in a staged approach, with programs being accredited under the national system when their current accreditation expires. By 2018, it is anticipated that all programs will be accredited under the national approach.

As the body overseeing the national accreditation process, AITSL is responsible for supporting the ongoing implementation of accreditation. Further details on the national accreditation process can be found on the AITSL website www.aitsl.edu.au/ite.

¹⁰ Australian Institute for Teaching and School Leadership, *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures*, AITSL, Melbourne, 2011a.

¹¹ Australian Institute for Teaching and School Leadership, *Australian Professional Standards for Teachers*, AITSL, Melbourne, 2011b.



2. Initial teacher education in Australia

2.1 Key findings

Initial teacher education programs

Around 400 accredited initial teacher education programs are available for prospective students. Programs are offered by 48 providers across a range of locations.

Initial teacher education programs can be undertaken on-campus, externally (e.g. online) or as a mixture of both. In 2012, over 50 per cent of programs had commencing students studying through external or multi-modal attendance.

In 2012, 77.7 per cent of offers made through Tertiary Admissions Centres for undergraduate initial teacher education programs were to applicants who nominated initial teacher education as their highest preference.

Commencements

Compared with all fields of education, a greater proportion of domestic students commencing initial teacher education programs come from a lower socio-economic background (16 per cent and 20 per cent respectively) and/or from regional areas (21 per cent and 27 per cent respectively).

There were 30,457 commencements (domestic and international) into initial teacher education programs in 2012. Twenty-two per cent of these were students studying through an external mode of attendance. In the period 2005 to 2012 external commencements increased by 132 per cent.

Initial teacher education commencements increased by eight per cent in 2012. This was the first year of the full demand driven funding system where Commonwealth supported places were uncapped for domestic undergraduate bachelor students.

In 2012, 72 per cent of students commenced an undergraduate degree and 28 per cent a postgraduate qualification. Thirty nine per cent of undergraduate commencements were commencing a primary qualification while 43 per cent of postgraduate commencements were beginning a secondary degree.

Between 2005 and 2012, commencements in early childhood teaching qualifications have more than doubled.

Completions

In 2012, 16,650 students completed their initial teacher education program, 59 per cent at the undergraduate level and 41 per cent at the postgraduate level. Forty three per cent of undergraduate completions were in primary education while 45 per cent of postgraduate completions were in secondary.

For combined undergraduate and postgraduate completions the majority of students completing were female, 24 years or younger and had studied full-time and on-campus.

2.2 The initial teacher education landscape

Providers of initial teacher education in Australia offer programs in a range of metropolitan and regional settings. The scale of initial teacher education (ITE) in Australia is illustrated by the:

- number of institutions offering ITE programs
- range of programs available for entrants
- number of students undertaking ITE programs.

The *Accreditation Standards and Procedures* state that an initial teacher education program is a professional qualification that meets the qualification¹² requirements for registration as a school teacher in Australia. Other qualifications, which do not lead to registration as a school teacher, are also available, for example a Master of Education Curriculum Studies might be undertaken to extend a registered practising teacher's education knowledge. Similarly, an early childhood program which prepares graduates to work with children from birth to age 5, does not meet the qualification requirements for registration as a school teacher in Australia.

While these other programs are not the focus of this report, a small number may be included in the teacher education programs classified by institutions as 'special course 22'.¹³

2.3 Programs and providers

As at 30 June 2014, there were over 400 accredited programs offered by 48 institutions at numerous locations across Australia.¹⁴ Online programs are also offered by many institutions, which increases further the accessibility of teacher education programs. In 2012, around 50 per cent of initial teacher education programs had commencing students studying through external or multi-modal attendance.

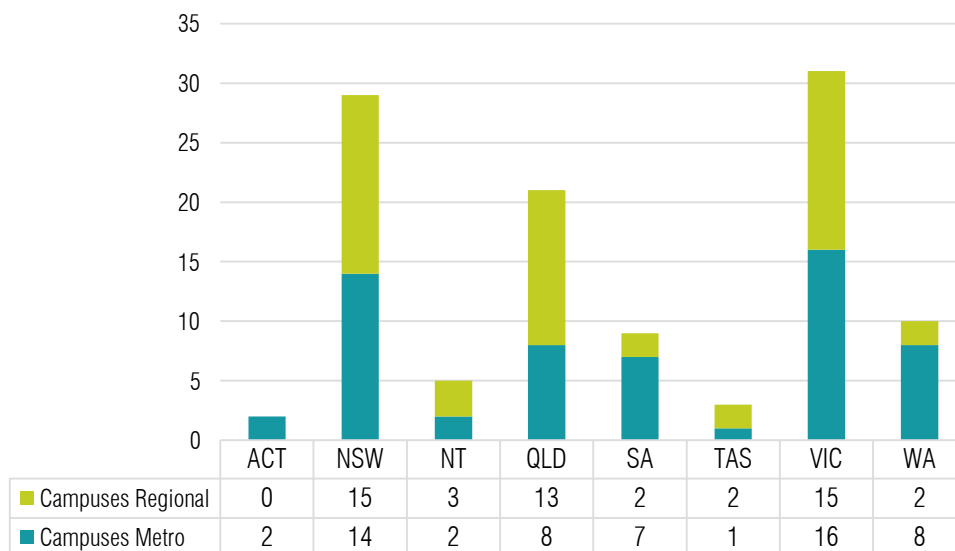
Figure 1 illustrates the number of programs delivered across both metropolitan and regional locations, highlighting the accessibility of teacher education programs to a broad range of prospective students. Table 1 lists the 48 providers of initial teacher education. A full listing of accredited initial teacher education programs detailing campus locations, length of program, level of study (postgraduate or undergraduate) and the date of accreditation expiry is publicly available on the AITSL website at <http://www.aitsl.edu.au/initial-teacher-education/accredited-programs-list.html>.

¹² The qualification requirement is one element required for achieving registration as a teacher. Full registration requirements are available at <http://www.aitsl.edu.au/registration/registration.html>.

¹³ See page 12 for explanation of special course 22.

¹⁴ The number of accredited programs includes accredited programs and programs pending accreditation as identified on the AITSL accredited programs list, <http://www.aitsl.edu.au/initial-teacher-education/accredited-programs-list.html>. Further, the number of programs accredited may differ to the number of programs provided in Section 5 of this report. This is due to timing and classification differences.

Figure 1: Location of initial teacher education programs in Australia by campus



Source: AITSL Accredited programs database, accessed 25 February 2014.

Note the breakdown between metropolitan and regional campuses has been based on the Australian Standard Geographical Classification.¹⁵

¹⁵ The classification of metro and regional areas is determined according to the Australian Statistical Geography Standard (ASGS), which is the Australian Bureau of Statistics (ABS) geographical framework, effective from July 2011. The ASGS includes a Remoteness Structure, which divides Australia into six remoteness areas (RAs) which are: Major Cities of Australia, Inner Regional Australia, Outer Regional Australia, Remote Australia, Very Remote Australia and Migratory. For the purposes of this report the Major Cities classification has been used to identify metropolitan campuses with the remaining campuses being identified as regional. ABS, 2013, viewed 6 March 2014, <http://www.abs.gov.au/websitedbs/D3310114.nsf/home/remoteness+structure>.

Table 1: Providers of accredited programs

Institution Name	Institution Name
Alphacrucis College	RMIT University
Australian Catholic University	Southern Cross University
Australian College of Physical Education	Swinburne University
Avondale College	Tabor Adelaide
Central Queensland University	Tabor Victoria
Charles Darwin University	The University of Melbourne
Charles Sturt University	The University of New England
Christian Heritage College	The University of New South Wales
Curtin University of Technology	The University of Newcastle
Deakin University	The University of Notre Dame
Edith Cowan University	The University of Queensland
Federation University Australia	The University of Sydney
Flinders University	The University of Western Australia
Griffith University	University of Adelaide
Holmesglen TAFE	University of Canberra
James Cook University	University of South Australia
La Trobe University	University of Southern Queensland
Macquarie University	University of Tasmania
Monash University	University of Technology, Sydney
Montessori World Educational Institute	University of the Sunshine Coast
Morling College	University of Western Sydney
Murdoch University	University of Wollongong
Northern Melbourne Institute of TAFE	Victoria University
Queensland University of Technology	Wesley Institute

Source: www.aitsl.edu.au/programlisting (accessed 31 March 2014).

There are a number of different ways in which students can obtain an initial teacher education qualification. The *Accreditation Standards and Procedures* state that upon satisfactory completion, the graduate must have a four-year or longer full-time equivalent higher education qualification structured as either¹⁶:

- a three-year undergraduate degree providing the required discipline knowledge, plus a two-year graduate entry professional qualification (for example, an undergraduate Bachelor of Arts plus a Graduate Diploma of Teaching)
- an integrated qualification of a least four years comprising discipline studies and professional studies (for example, a Bachelor of Education: Primary)
- combined degrees of a least four years covering discipline and professional studies (for example, Bachelor of Education: Secondary and a Bachelor of Arts).

Students who successfully complete an accredited program meet the qualification requirements for teacher registration in Australia.¹⁷

Many institutions offer multiple programs covering both undergraduate and postgraduate qualifications. Students are also able to choose between initial teacher education programs that focus on specific stages of schooling such as primary, secondary and early childhood. Opportunities for specialisations in areas such as disability studies and Indigenous education are also available. Specialisations can be incorporated into initial degrees or offered through double degree options.

2.4 Applications and offers for places in undergraduate teaching programs

Table 2 shows 22,661 domestic undergraduate highest preference applications¹⁸ were made for initial teacher education programs in 2012. Of those students who listed ITE programs as their first preference 62 per cent (14,107) received an offer, while 18,159 offers were made for initial teacher education programs in total.¹⁹ Of the 18,159 offers made through Tertiary Admissions Centres, 77.7 per cent were to students who listed an initial teacher education program as their first preference.

¹⁶ Australian Institute for Teaching and School Leadership, *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures*, 2011a.

¹⁷ The qualification requirement is one element required for achieving registration as a teacher. Full registration requirements are available at <http://www.aitsl.edu.au/registration/registration.html>.

¹⁸ 'Highest preference' – the highest preference entered by an applicant for a place and course that is considered valid (that is, a Commonwealth-supported place in a higher education undergraduate award course at a Table A or B HEP). In Tertiary Admissions Centres where an applicant can apply for VET and/or postgraduate this may not be their first preference. For both applications and offers, the preference number is the ordinal position of the course as at the reference date.

¹⁹ The applications and offers data is for domestic undergraduate student applications made through Tertiary Admissions Centres and covers the main university admissions process (for first semester admissions) that runs from August to May each year.

Table 2: Domestic undergraduate applications and offers, 2012

	2012
Applications – number of highest preference applications for <i>Education-teacher education</i> courses	22,661
Offers – number of offers made for teacher education programs to those applicants who selected teacher education as their highest preference	14,107
Offers – total number of offers made for teacher education programs irrespective of whether or not it was a highest preference applicant	18,159

Source: Customised data provided by the Department of Education Higher Education Group.

2.5 Student numbers

The applications and offers data only provide information on applicants for domestic undergraduate programs. A more complete sense of the scale of initial teacher education in Australia can be seen through an analysis of the number of commencing and currently enrolled students.

The total number of commencements in initial teacher education programs in 2012 was 30,457, while the total number of students enrolled in ITE programs was 78,212. Domestic commencements for 2012 were 29,393 and international commencements were 1,064. Table 3 shows the commencements for initial teacher education programs in 2012 increased by eight per cent compared with commencements in 2011. 2012 was the first year of the full demand driven funding system that provided Commonwealth supported places for all domestic undergraduate students accepted into a bachelor degree course at a public university (apart from medicine). Under this system institutions decide, based on student demand and the needs of employers, the number of places they wish to offer and in which disciplines.²⁰ Across all fields of education the commencements increased by four per cent from 2011 to 2012.²¹

²⁰ In transitioning to this system the cap on enrolments was lifted from 5 per cent in 2009 to 10 per cent in 2010. Department of Industry, Innovation, Science, Research and Tertiary Education, *The Demand driven system: Undergraduate Applications and Offers, February 2012*, DIISRTE, Canberra, 2012a, viewed 13 March 2014, <http://www.innovation.gov.au/highereducation/ResourcesAndPublications/HigherEducationPublications/HigherEducationReports/Pages/UndergraduateApplicationsOffersAndAcceptancesReports.aspx>.

²¹ Department of Education, *Summary of the 2012 full year higher education student statistics*, Department of Education, Canberra, 2012a, viewed 14 March 2014, http://docs.education.gov.au/system/files/doc/other/2012_full_year_summary.pdf.



Table 3: Initial teacher education and all fields of education total (domestic and international) commencements, enrolments and completions, 2011 and 2012

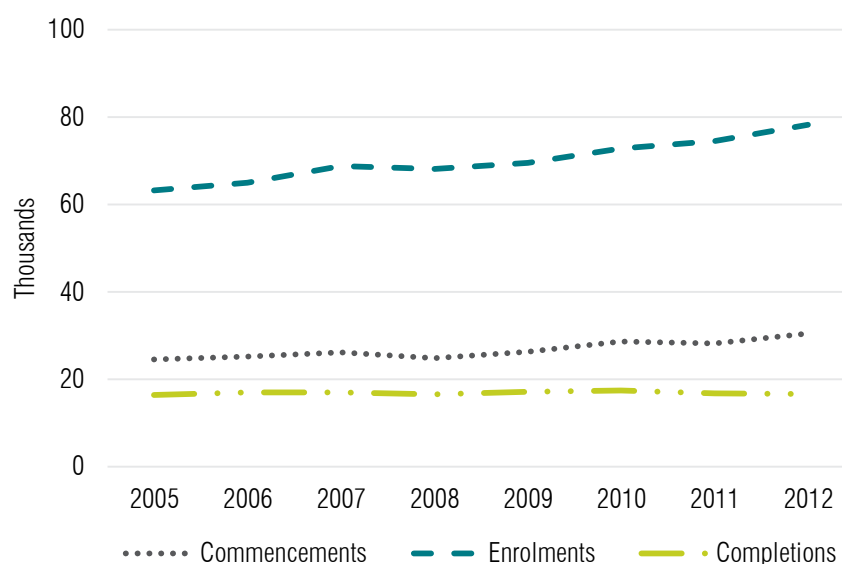
Initial Teacher Education	Commencements	Enrolments	Completions
Total 2012	30,457	78,212	16,650
Total 2011	28,203	74,491	16,783
% change 2011 to 2012	8%	5%	-1%
All fields of education	Commencements	Enrolments	Completions
All FoE 2012	509,766	1,257,722	299,474
All FoE 2011	489,959	1,221,008	301,560
% change 2011 to 2012	4%	3%	-0.7%

Source: Customised data provided by the Department of Education Higher Education Group.

Note: The 2011 completions differs to the figure reported last year due to a subsequent revision in the figures by the Higher Education Group.

Figure 2 shows an increase in commencements and enrolments over the period 2005-2012, while completions have remained fairly stable. Completions might be expected to increase in future years as those students who commenced recently complete their qualifications.

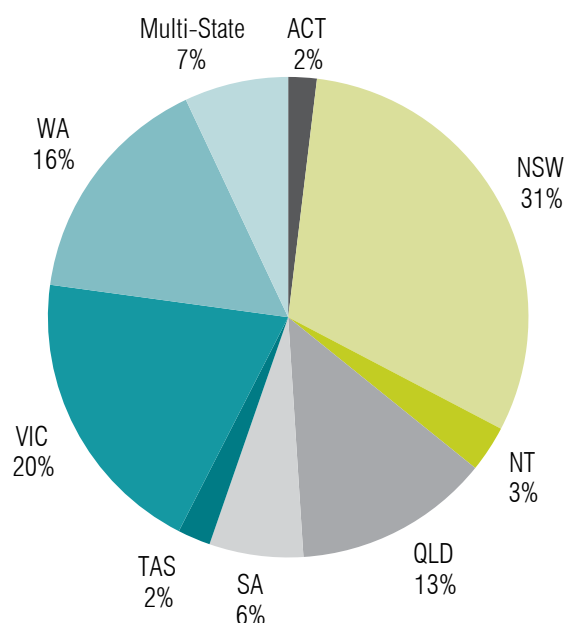
Figure 2: ITE total commencements, enrolments, completions, 2005-2012



Source: Customised data provided by the Department of Education Higher Education Group.

Commencements by state and territory (Figure 3) shows that in 2012, NSW institutions, followed by those in Victoria, had the highest numbers of commencing students. The state/territory breakdown captures commencement data on the basis of the location of the institution rather than the location of the student. Students, especially those enrolled in online programs, may live in state or territories other than the state or territory of their institution.

Figure 3: Total commencements by jurisdiction, 2012



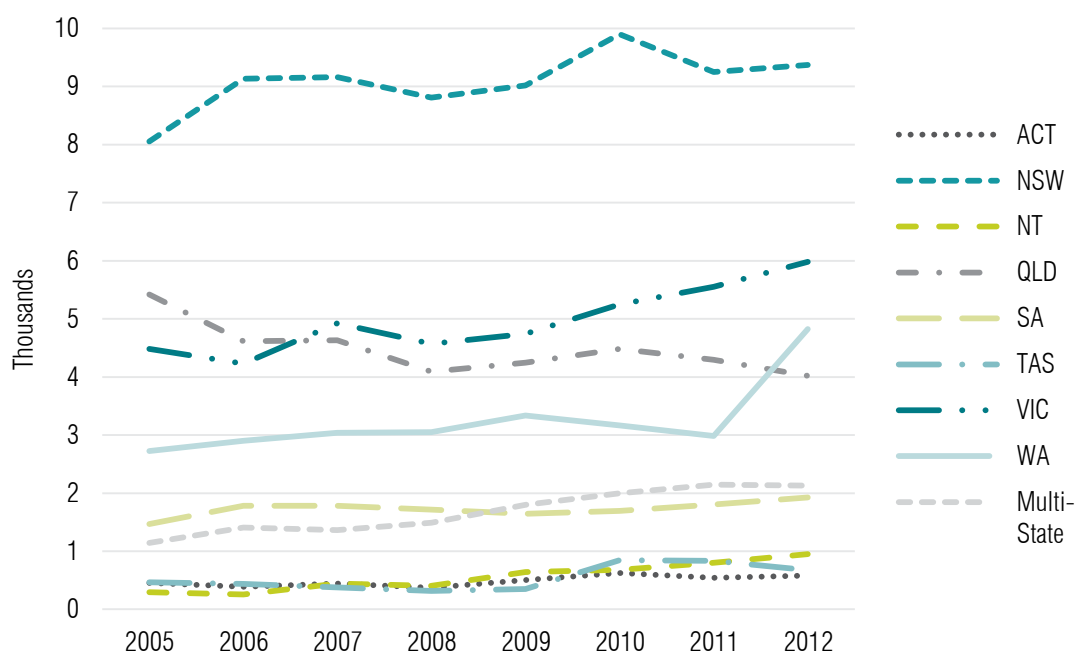
*Source: Customised data provided by the Department of Education Higher Education Group.
Note: Multi-state refers to the Australian Catholic University which provides initial teacher education in New South Wales, Victoria, Queensland and the ACT. The NSW commencements at Notre Dame University are included with the Western Australia commencement figures.*

Figure 4 shows an increase in the number of students commencing ITE programs at Western Australian institutions, compared with student increases in other jurisdictions. Commencements increased from 2,983 in 2011 to 4,825 in 2012, an increase of 62 per cent. Much of this increase was associated with the introduction of two new online Open University programs offered by Curtin University.

The spike in commencements at Curtin University illustrates an increased demand for online options in initial teacher education. Commencements from 2005 to 2012 by mode of attendance (Figure 5) show a steady increase in the number of students studying through external attendance, with external mode of attendance commencements recording a 132 per cent increase since 2005 and a 33 per cent increase from 2011 to 2012.



Figure 4: Total commencements by jurisdiction, 2005-2012



Source: Customised data provided by the Department of Education Higher Education Group.

Note: Multi-state refers to the Australian Catholic University which provides initial teacher education in New South Wales, Victoria, Queensland and the ACT. The NSW commencements at Notre Dame University are included with the Western Australia commencement figures.

Figure 5: Total commencements by mode of attendance, 2005-2012



Source: Customised data provided by the Department of Education Higher Education Group.

The commencements at Curtin University in the two online Open University programs is a factor in both the eight per cent increase in total commencements and the 33 per cent increase in external mode of attendance commencements between 2011 and 2012.

Initial teacher education commencements by qualification type (Table 4) show that 69.2 per cent of students enter undergraduate bachelor degrees to obtain their initial teacher education qualification, followed by 15.4 per cent and 11.6 per cent commencing a graduate diploma or masters level degree respectively.

Table 4: Total commencements by qualification type, 2012

Qualification type	2012 commencements	
	Number	%
Masters (Coursework)	3,544	11.6%
Graduate Diploma/ Postgraduate Diploma (pass or honours) involving new academic, professional or vocational area	4,696	15.4%
Graduate Diploma/ Postgraduate Diploma (pass or honours) extending skills and knowledge in a professional area previously studied	318	1.0%
Graduate Certificate	24	0.1%
Total Postgraduate commencements	8,582	28%
Bachelors Graduate Entry	531	1.7%
Bachelors Honours	206	0.7%
Bachelors Pass	21,086	69.2%
Associate degree	52	0.2%
Total Undergraduate commencements	21,875	72%
Total Commencements	30,457	100.0%

Source: Customised data provided by the Department of Education Higher Education Group.

Note: Graduate Diploma/Postgraduate Diploma extending skills and knowledge and Graduate Certificate capture the small number of commencements in programs that have been recorded by institutions as special course 22; however they would not meet the current requirements for accreditation as an initial teacher education program.

Note: Some columns may not add to 100% due to rounding.

2.6 Characteristics of commencing ITE students

Understanding the characteristics of commencing students provides insight into the broader initial teacher education cohort and highlights changes in the types of students commencing initial teacher education programs over time. Commencing students refers to those students who have confirmed their enrolment in a program at the date of the higher education enrolment census.

Entrants to initial teacher education come from a diverse range of backgrounds and experiences. Many enter teacher education programs directly from secondary education, while others come to initial teacher education after undertaking tertiary education or work. Tables 5a and 5b detail the characteristics of students commencing in 2012 and show that, similar to the 2011 data, the majority of students are female, 24 and under and are studying an undergraduate qualification, full-time and on campus (internal mode of attendance).

Table 5a: Total commencements by gender, type of attendance, level of qualification, mode of study, 2012 and 2011

	2012		2011	
Gender				
Male	7,369	24%	6,810	24%
Female	23,088	76%	21,393	76%
Total	30,457	100%	28,203	100%
Type of attendance				
Full-time	24,458	80%	23,040	82%
Part-time	5,999	20%	5,163	18%
Total	30,457	100%	28,203	100%
Level of qualification				
Postgraduate	8,582	28%	8,657	31%
Undergraduate	21,875	72%	19,546	69%
Total	30,457	100%	28,203	100%
Mode of study				
Internal	21,103	69%	20,554	73%
External	6,698	22%	5,055	18%
Multi-modal	2,656	9%	2,594	9%
Total	30,457	100%	28,203	100%

Source: Customised data provided by the Department of Education Higher Education Group.
Note: Some columns may not equal 100% due to rounding.

Table 5b: Total commencements by age range, 2012 and 2011

	2012	2011
<20	36%	37%
20-24	28%	28%
25-29	13%	13%
30-39	15%	14%
40+	9%	8%
Total	100%	100%

*Source: Customised data provided by the Department of Education Higher Education Group.
Note: Some columns may not equal 100% due to rounding.*

Further analysis of the student characteristics data gives greater insight into the types of students commencing initial teacher education programs and the ways they are studying. As detailed in Table 6, of those students who commenced through an external mode of attendance, a majority are studying part-time and are over 30 years of age. Students commencing through a multi-modal option which is a combination of on-campus and external delivery are generally studying full-time and are 24 years and under. A high proportion of students choosing either external or multi-modal attendance also tend to be from regional backgrounds, with 35 per cent of external commencements and 47 per cent of multi-modal commencements coming from regional areas.



Table 6: Total commencements by mode of attendance, type of attendance, age range and equity group, 2012

	Internal		External		Multi-Modal		Total	
Type of attendance								
Full-time	19,321	92%	2,741	41%	2,396	90%	24,458	80%
Part-time	1,782	8%	3,957	59%	260	10%	5,999	20%
Total	21,103	100%	6,698	100%	2,656	100%	30,457	100%
Age range								
< 20	9,679	46%	199	3%	1,054	40%	10,932	36%
20-24	6,352	30%	1,347	20%	804	30%	8,503	28%
25-29	2,211	10%	1,465	22%	306	12%	3,982	13%
30-39	1,785	8%	2,334	35%	312	12%	4,431	15%
40+	1,076	5%	1,353	20%	180	7%	2,609	9%
Total	21,103	100%	6,698	100%	2,656	100%	30,457	100%
Equity group								
NESB	278	1%	70	1%	25	1%	373	1%
Indigenous	340	2%	161	2%	81	3%	582	2%
Low SES - SA1	3,585	18%	1,583	24%	587	23%	5,755	20%
Regional - 2011 ASGS	4,288	21%	2,280	35%	1,217	47%	7,785	27%
Remote - 2011 ASGS	130	1%	192	3%	44	2%	366	1%
Total	20,107		6,605		2,571		29,283	

Source: Customised data provided by the Department of Education Higher Education Group.

Note: The data on equity group numbers excludes domestic students whose permanent home address is overseas.

Note: Some columns may not equal 100% due to rounding.

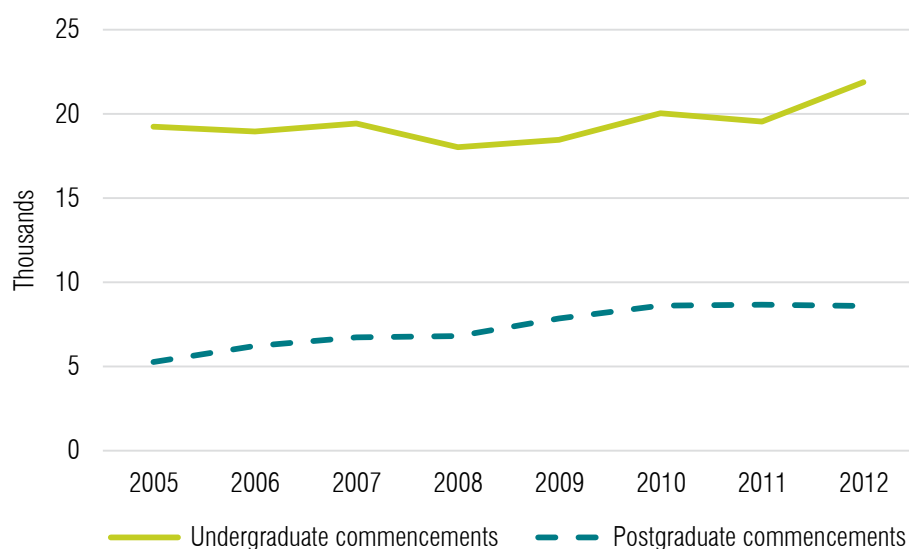
The majority of undergraduate commencing students are 24 years or younger, while the majority commencing postgraduate programs are between 20 and 30 years of age (Table 7). Figure 6 shows that over the period 2005 to 2012 postgraduate commencements have increased by 63 per cent, compared with a 14 per cent increase in undergraduate commencements over the same period.

Table 7: Total commencements by level of qualification and age range, 2012

	Undergraduate	Postgraduate	Total
<20	50%	0%	36%
20-24	22%	42%	28%
25-29	10%	22%	13%
30-39	12%	22%	15%
40+	7%	14%	9%
Total	100%	100%	100%

Source: Customised data provided by the Department of Education Higher Education Group.
Note: Some columns may not equal 100% due to rounding.

Figure 6: Total commencements by level of study, 2005-2012



Source: Customised data provided by the Department of Education Higher Education Group.

More detail on 2012 commencements and enrolments by mode of attendance and level of study is available in the Appendices.



Table 8 shows the commencing ITE students, by equity group, it provides the percentage distribution of all domestic ITE commencements and gives comparison data for all fields of education (FoE). The table shows that the proportion of commencing initial teacher education students with a low socio-economic status (SES) is higher than for commencements in all fields of education, as is the proportion of students from regional backgrounds at 20 per cent and 27 per cent respectively. Notably, initial teacher education programs have a lower proportion of entrants from non-English speaking backgrounds compared to the proportion across all FoEs.

Table 8: Domestic commencements by equity group, ITE and all FoE, 2012

	Teaching		All FoEs	
	Number	%	Number	%
NESB students	373	1%	14,667	4%
Indigenous	582	2%	5,809	2%
Low SES - SA1	5,755	20%	56,972	16%
Regional - 2011 ASGS	7,785	27%	75,012	21%
Remote - 2011 ASGS	366	1%	3,660	1%
Total domestic commencements	29,283		365,856	

Source: Customised data provided by the Department of Education Higher Education Group.

Note: The data on equity group numbers excludes domestic students whose permanent home address is overseas.

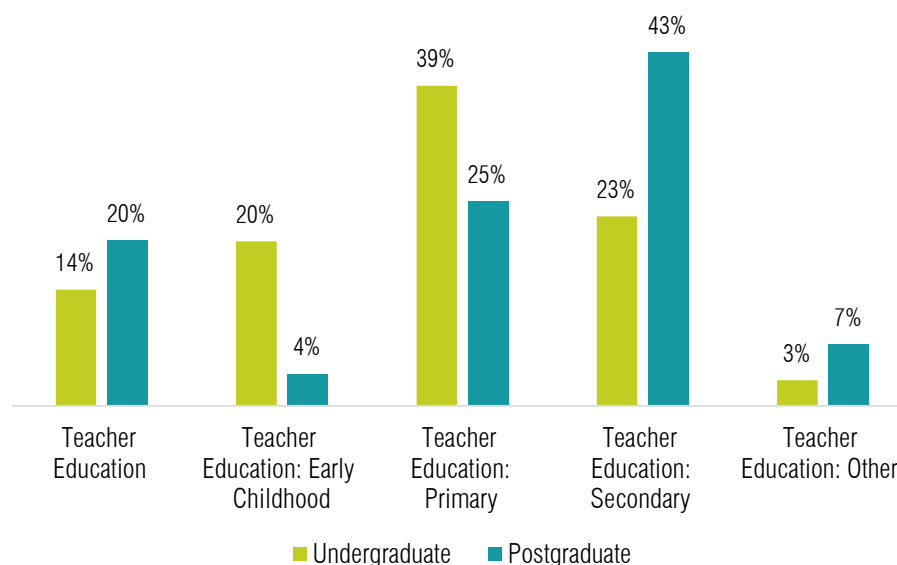
Note: Some columns may not equal 100% due to rounding.

2.7 Commencements by detailed field of education

The number of commencements by detailed field of education highlights the specific areas of study students are entering. Figure 7 shows that Teacher Education: Primary and Teacher Education: Secondary have the highest proportions of commencing students. Thirty nine per cent of undergraduate students are commencing primary programs and 43 per cent of postgraduate students are commencing secondary programs.

Figure 8 shows commencements across the different fields of teacher education from 2005 to 2012. The number of students commencing secondary education has been increasing and is now reaching levels similar to those of primary education commencements. The increase in primary education commencements from 2011 to 2012 is mainly accounted for by the increased commencements at Curtin University as discussed earlier. The time series also shows that commencements in early childhood teaching qualifications are rising and have more than doubled between 2005 and 2012. This would be expected as requirements for qualified teachers in early childhood settings have increased.

Figure 7: Total commencing students by detailed field of education, 2012



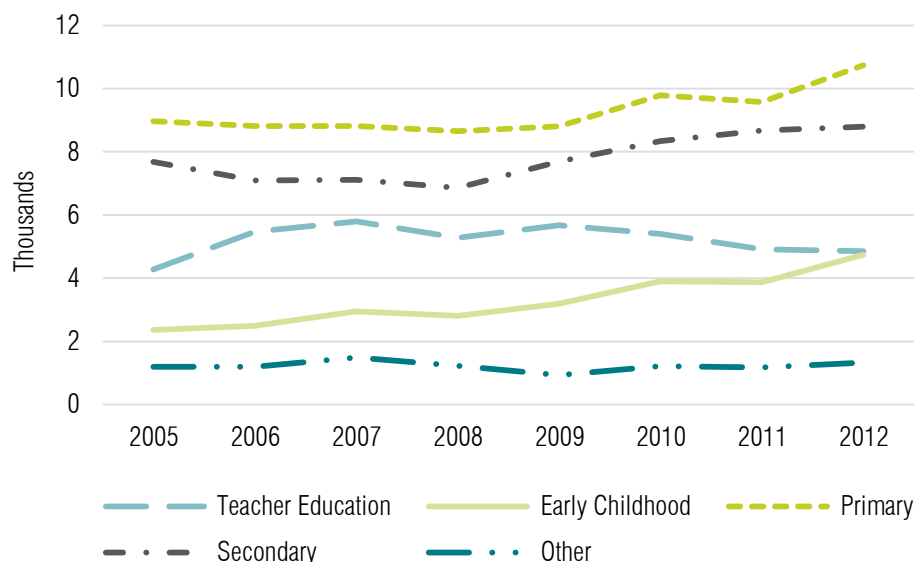
Source: Customised data provided by the Department of Education Higher Education Group.

Note: Teacher Education includes programs not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations. For the purposes of this report Teacher Education: other captures the remaining detailed field of education categories: Teacher Education: Vocational Education and Training; Teacher Education: Higher Education; Teacher Education: Special Education; English as a Second Language teaching; Teacher education: not elsewhere classified; Teacher Librarianship and Curriculum and Education studies.

Note: any adjustments to account for non-published figures and students commencing degrees across more than one detailed FoE have been adjusted for in the Teacher Education: other data.



Figure 8: Total commencements by detailed field of education, 2012



Source: Customised data provided by the Department of Education Higher Education Group.

Note: Teacher Education includes programs not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations. For the purposes of this report Teacher Education: other captures the remaining detailed field of education categories: Teacher Education: Vocational Education and Training; Teacher Education: Higher Education; Teacher Education: Special Education; English as a Second Language teaching; Teacher education: not elsewhere classified; Teacher Librarianship and Curriculum and Education studies.

Note: any adjustments to account for non-published figures and students commencing degrees across more than one detailed FoE have been adjusted for in the Teacher Education: other data.

2.8 Characteristics of completing ITE students

Tables 9 to 11 show the undergraduate and postgraduate completions in 2012 across a range of student characteristics. The completions data presented in this report, do not directly link to the 2012 commencing student data (unless a student both commenced and completed a program in 2012), rather they provide information about those students who completed in 2012 regardless of their commencement year.

Table 9: Undergraduate and postgraduate completions (domestic and international) by gender, type of attendance and mode of attendance, 2012

	Undergraduate		Postgraduate		Total	
Gender						
Male	1,911	19%	2,001	29%	3,912	23%
Female	7,949	81%	4,789	71%	12,738	77%
Total completions	9,860	100%	6,790	100%	16,650	100%
Type of attendance						
Full-time	7,656	78%	5,361	79%	13,017	78%
Part-time	2,204	22%	1,429	21%	3,633	22%
Total completions	9,860	100%	6,790	100%	16,650	100%
Mode of attendance						
Internal	6,538	66%	5,022	74%	11,560	69%
External	1,195	12%	1,287	19%	2,482	15%
Multi-Modal	2,127	22%	439	6%	2,566	15%
All units completed through OLA or OLA/other institution	0	0%	42	1%	42	0%
Total completions	9,860	100%	6,790	100%	16,650	100%

Source: Customised data provided by the Department of Education Higher Education Group.

Note: OLA data refers to reported units completed through Open Universities Australia.

Note: Some columns may not equal 100% due to rounding.



Table 10: Domestic undergraduate and postgraduate completions by equity group, 2012

	Undergraduate		Postgraduate		Total	
NESB *	66	1%	98	2%	164	1%
Indigenous *	174	2%	35	1%	209	1%
Low SES - SA1 *	1,610	17%	869	14%	2,479	16%
Regional - 2011 ASGS *	2,107	22%	1,125	18%	3,233	21%
Remote - 2011 ASGS *	87	1%	35	1%	122	1%
Total domestic completions	9,511		6,257		15,768	

Source: Customised data provided by the Department of Education Higher Education Group.

* This information is not available for all graduates.

Note: Some columns may not equal 100% due to rounding.

Note: The data on equity group numbers excludes domestic students whose permanent home address is overseas.

Table 11: Undergraduate and postgraduate completions (domestic and international) by age range, 2012

	Undergraduate	Postgraduate	Total	
<20	np	<5	16	0.1%
20-24	6,692	2,767	9,459	56.8%
25-29	1,335	1,704	3,039	18.3%
30-39	1,035	1,414	2,449	14.7%
40+	np	np	1,687	10.1%
Total completions	9,860	6,790	16,650	100%

Source: Customised data provided by the Department of Education Higher Education Group.

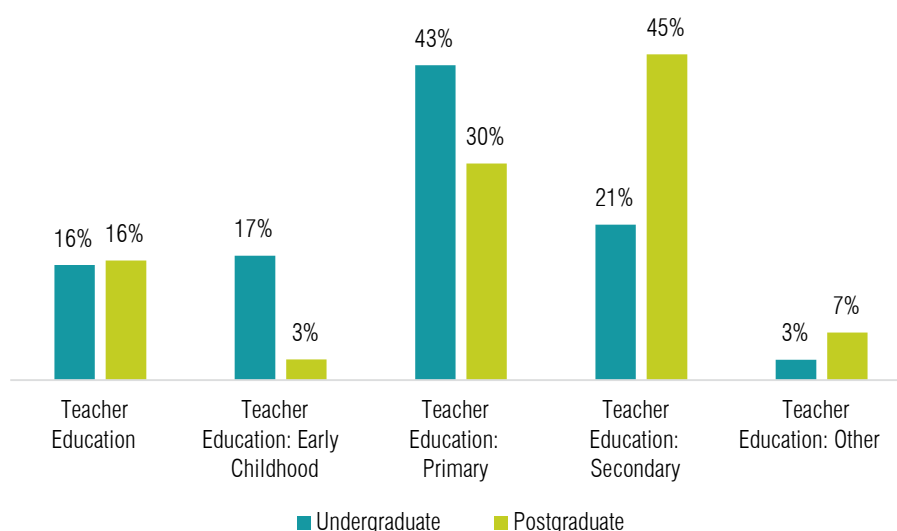
Np refers to not published. This is used when numbers in each category are low to prevent identification of individuals. Where total figures are provided both cells may be np to avoid calculation of the original numbers.

Note: Some columns may not equal 100% due to rounding.

In 2012, 16,650 students completed an initial teacher education program, 59 per cent at the undergraduate level and 41 per cent at the postgraduate level. Table 9 shows that for both undergraduate and postgraduate completions the majority of students completing were female and had studied full-time and on-campus. Table 10 shows that 16 per cent of completing students were from low SES backgrounds and 21 per cent were from regional locations. Table 11 indicates that 56.9 per cent of completing students were 24 or younger.

Analysis of the 2012 completions data by detailed field of education (Figure 9) shows that completions in Teacher Education: Primary and Teacher Education: Secondary are the most frequent. Figure 10 depicts the trend in completions by detailed field of education from 2005 to 2012. Comparing the trend in completions with the trend in commencements (Figure 8) the data show a similar pattern over time, though with a slight lag in the early childhood completions.

Figure 9: Completions by detailed field of education, 2012



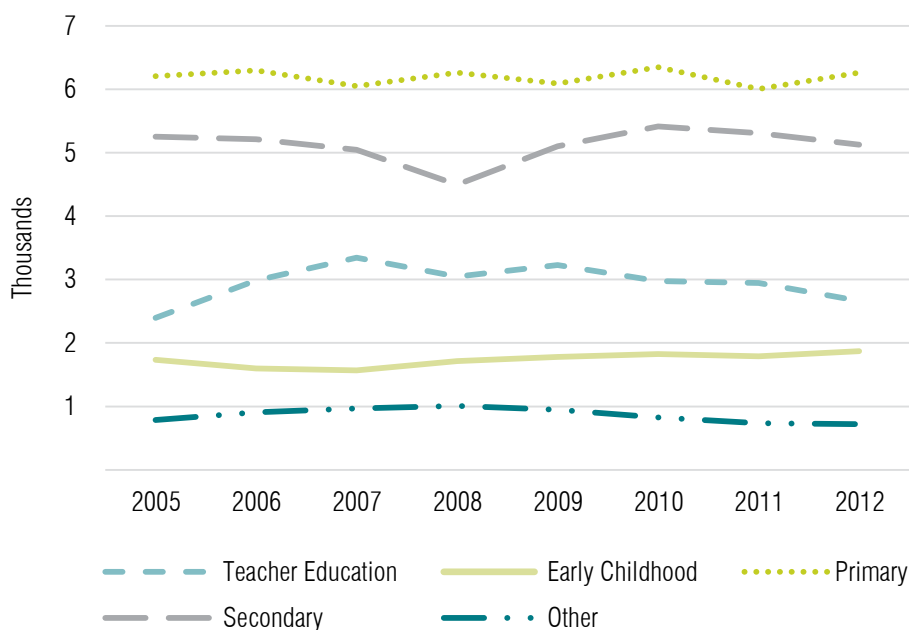
Source: Customised data provided by the Department of Education Higher Education Group.

Note: Teacher Education includes programs not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations. For the purposes of this report Teacher Education: other captures the remaining detailed field of education categories: Teacher Education: Vocational Education and Training; Teacher Education: Higher Education; Teacher Education: Special Education; English as a Second Language teaching; Teacher education: not elsewhere classified; Teacher Librarianship and Curriculum and Education studies.

Note: any adjustments to account for non-published figures and students completing degrees across more than one detailed FoE have been adjusted for in the Teacher Education: other data.



Figure 10: Completions by detailed field of education, 2005-2012



Source: Customised data provided by the Department of Education Higher Education Group.

Note: Teacher Education includes programs not specifically categorised. These are usually education programs where students can be qualified in one or more different specialisations. For the purposes of this report Teacher Education: other captures the remaining detailed field of education categories: Teacher Education: Vocational Education and Training; Teacher Education: Higher Education; Teacher Education: Special Education; English as a Second Language teaching; Teacher education: not elsewhere classified; Teacher Librarianship and Curriculum and Education studies.

The total figures used to calculate this breakdown vary slightly from the reported total completions figure as a result of students completing a degree in more than one detailed field of education. The adjustment has been included in the Teacher Education: Other data.

3. Entry into initial teacher education programs

3.1 Key findings

Entry to initial teacher education

In 2012, 40.9 per cent of domestic undergraduate commencements entered from secondary education; 25.8 per cent entered through undertaking a higher education degree.

Eighty six per cent of domestic students commencing an initial teacher education program have been admitted through a criterion linked to prior academic achievement including their secondary education, a previous higher education course or a VET award.

For both early career primary and secondary teachers the most common activity prior to entering teacher education was full-time employment at 29.2 per cent and 33.4 per cent respectively.

In 2012, 8,762 domestic undergraduate commencing students were admitted on the basis of their secondary education. 5,941 secondary entrants had a recorded ATAR and 2,821 entrants did not have a recorded ATAR.

Of the total 30,457 commencements, secondary education domestic undergraduate entrants with an ATAR accounted for 19.5 per cent.

In 2012, 56 per cent of students entering an initial teacher education program on the basis of their secondary education and with an ATAR had an ATAR between 61 and 80. Thirty one per cent had an ATAR 81 and over, while 13 per cent had an ATAR 60 and below.

Data for all commencing students with an ATAR show that across the period 2005 to 2012 the percentage of students in the lower ATAR bands has been increasing.

Providers of initial teacher education utilise a range of selection mechanisms in addition to ATAR.

For both primary and secondary early career teachers prior academic achievement was the most common mechanism for selection into an initial teacher education program. Over 20 per cent of early career teachers made a written submission and around 10 per cent attended an interview as part of their selection process.



Retention in initial teacher education programs

The first year special adjusted retention rate for initial teacher education domestic undergraduates (77 per cent) is similar to the adjusted retention across all fields of education (79.9 per cent).

First year retention rates for initial teacher education domestic undergraduates (80.9 per cent) parallels retention rates for domestic undergraduates in all fields of education (79.9 per cent).

Student and program characteristics can have an impact on the first year retention rates for domestic undergraduate students.

Domestic undergraduate initial teacher education students with an ATAR 91 or higher seem more likely to transfer to a different field of education (other than teaching) in their second year.

3.2 Basis of admission

Students enter initial teacher education programs through a number of pathways including through secondary education, tertiary education, Vocational Education and Training (VET) and mature entry. The admission of students to initial teacher education programs is at the discretion of providers and different mechanisms, for example, ATAR scores, prior academic performance, interviews and written applications, can be employed in making selection decisions.

The basis of admission data in this report refers to the admission criterion collected through the Higher Education Statistics Collection.²² Six categories of admission can be reported:

- secondary education undertaken at school, VET or other Higher Education Provider (Australian or overseas equivalent)
- a higher education course
- a VET award course other than a secondary education course (Australian or overseas equivalent; complete or incomplete)
- mature age special entry provisions
- a professional qualification
- other basis.

The basis of admission data is captured as part of a provider's reporting requirements for commencing students; however the data does not necessarily reveal which selection mechanism(s) was used within each basis of admission category. For example, a provider may offer a secondary education entrant a place based on a consideration of an interview, written application and an ATAR.

Table 12 shows the 2012 initial teacher education (special course 22) domestic commencements by basis of admission. At the undergraduate level 40.9 per cent of domestic commencements entered from secondary education while 25.8 per cent entered through undertaking a higher education degree. As would be expected, high proportions (93.2 per cent) of postgraduate domestic commencements enter through a higher education pathway. The basis of admission data show that the vast majority (86.2 per cent) of domestic students commencing an initial teacher education program have been admitted through a criterion linked to prior academic experience including their secondary education, a previous higher education course or a VET award.

²² Basis of admission data for new students is only one of the data requirements on which providers must report. Information on full reporting requirements for 2012 is available from the Department of Education at http://heimshelp.deewr.gov.au/sites/heimshelp/2012_data_requirements/pages/highereducationstudent_elementsbyfile.


Table 12: Domestic commencements by basis of admission, 2012

Basis of admission	Undergraduate		Postgraduate		Total	
	Number	%	Number	%	Number	%
Secondary education	8,762	40.9%	36	0.5%	8,798	29.9%
Higher education course	5,528	25.8%	7,421	93.2%	12,949	44.1%
VET award	3,559	16.6%	33	0.4%	3,592	12.2%
Mature entry special entry provisions	1,597	7.5%	5	0.1%	1,602	5.5%
Professional qualification	113	0.5%	15	0.2%	128	0.4%
Other	1,875	8.7%	449	5.6%	2,324	7.9%
Total domestic commencements	21,434	100%	7,959	100%	29,393	100%

Source: Customised data provided by the Department of Education Higher Education Group.

Note: Some columns may not equal 100% due to rounding.

In the 2013 Staff in Australia's Schools survey (SiAS) early career teachers were asked to identify their main activity prior to commencement of their initial teacher education program. Table 13 shows that for both early career primary and secondary teachers, the most common activity prior to entering teacher education was full-time employment at 29.2 per cent and 33.4 per cent respectively, followed by higher education with 24.5 per cent and 25.9 per cent respectively.

Table 13: Early career teachers' main activity in the year before they commenced their teacher preparation program

Which of the following best describes your main activity in the year before you commenced your teacher preparation program?	Primary		Secondary	
	2013	2010	2013	2010
	%	%	%	%
School student	17.0	16.3	15.6	8.8
Higher education student (2013)	24.5	--	25.9	--
TAFE Student (2013)	1.7	--	1.9	--
Tertiary student (2010)		41.2		49.7
Home duties (including caring for children)	3.8	6.9	5.0	4.2
Full-time employment	29.2	19.8	33.4	25.5
Part-time employment	17.1	10.2	13.3	8.9
Unemployed	0.2	0.4	0.5	0.4
Other	6.4	5.1	4.5	2.5
	100	100	100	100

Source: Staff in Australia's Schools 2013: Main Report on the Survey, Table 9.3 p.98.

Note: Early career teachers were defined as those who had been teaching for five years or less (21.9% of primary teacher respondents and 17.5% of secondary).

3.3 ATAR

The Australian Tertiary Admissions Rank (ATAR) is a ranking that converts a final year secondary student's overall achievement to a percentile ranking within each state/territory. The ATAR has been designed so that admission officers selecting entrants to tertiary programs can consider the ranking to be equivalent across states/territories. ATAR is a common selection mechanism used by providers of initial teacher education in selecting students for undergraduate programs. While many entrants have an ATAR from their secondary studies, and ATAR is the most commonly reported measure of academic performance used for entry, there are many entrants, including those students admitted on the basis of their secondary education, for whom their ATAR is not the basis of admission. ATAR should not be confused with basis of admission, which can include qualifications such as a Diploma or Degree, or secondary education, and is reported in Table 12.

The Higher Education Student Data Collection captures the ATAR data for all basis of admission categories if an ATAR is recorded with a student's details at the time of their commencement. Table 14 provides a breakdown between domestic undergraduate commencements with and without a recorded ATAR as a percentage of total commencements (undergraduate and postgraduate). Table 14 shows that across all commencing student categories domestic undergraduate students with a recorded ATAR account for 28 per cent of total commencements in 2012 and 27 per cent in 2011.

Table 14: Domestic undergraduate entrants by ATAR status as a percentage of total commencements, 2012 and 2011

	2012		2011	
	Number	%	Number	%
Domestic undergraduate entrants with an ATAR	8,506	28%	7,612	27%
Domestic undergraduate entrants without an ATAR	12,928	42%	11,370	40%
Remaining entrants with and without an ATAR	9,023	30%	9,221	33%
Total commencements	30,457	100%	28,203	100%

Source: Customised data provided by the Department of Education Higher Education Group.

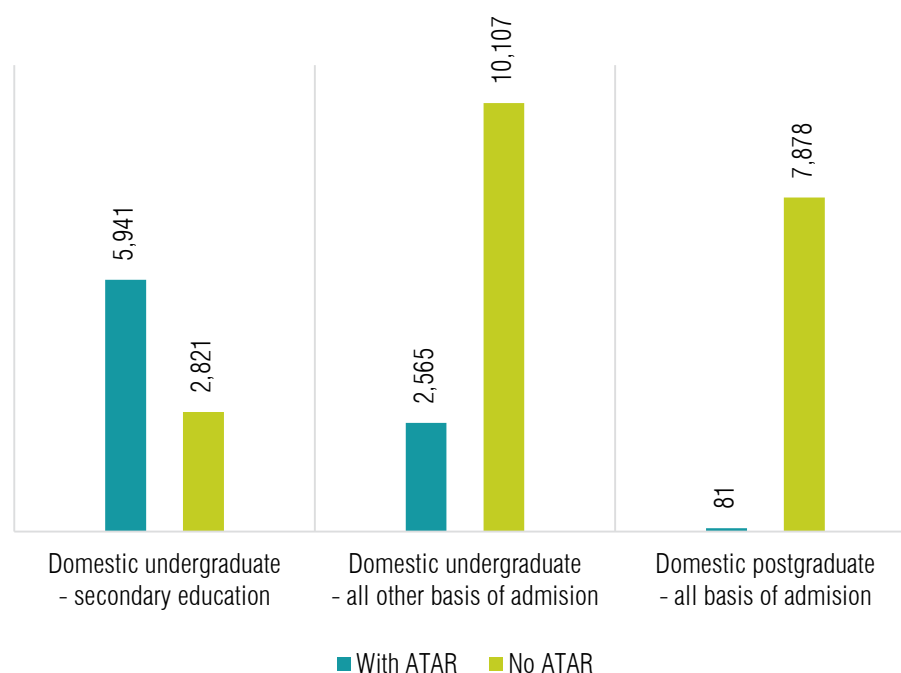
Note: Remaining entrants includes postgraduate and international commencements with and without a recorded ATAR.

ATAR commencements

Given that domestic undergraduate commencements entering directly from secondary education are the basis of admission category most likely to have been selected as a result of their ATAR, it is useful to identify ATAR data specifically relating to secondary entrants.

Figure 11 shows that in 2012 there were 5,941 secondary education undergraduate domestic entrants with a recorded ATAR compared with 2,821 secondary education entrants without a recorded ATAR. Of the total 30,457 domestic and international commencements, secondary education domestic undergraduate entrants with an ATAR made up 19.5 per cent.

Figure 11: Total commencements by ATAR status for domestic undergraduate secondary, all other domestic undergraduate basis of admission categories and domestic postgraduate all basis of admission categories, 2012



Source: Customised data provided by the Department of Education Higher Education Group.
Note: For the purposes of this report international undergraduate and postgraduate commencements with an ATAR are included in the total international commencements.

Distribution of ATAR scores – Secondary entrants

The ATAR is currently the primary source of nationally comparable data on entry standards to tertiary education and is often used as an indicator of the standard of entrants into tertiary education. However, while the ATAR can be a useful indicator of a student's senior secondary achievement, ATAR minimum entry figures that are published for admission for programs are affected by the levels of demand and supply for the program.

Comparison of minimum ATARs for entry to courses does not take into account the distribution of the ATAR of students who do meet or exceed the minimum score. The ATAR data presented in this report do not represent the minimum entry ATARs that are published for admission to ITE programs.

Table 15 shows the ATAR spread for domestic undergraduate entrants entering from secondary education with an ATAR. Although these entrants have been admitted on the basis of their secondary education and have an ATAR, the ATAR may not be the only factor taken into account in determining their admission to a program. Fifty six per cent of these entrants have an ATAR between 61 and 80, while almost a third (31 per cent) have an ATAR 81 and over. In the lower bands, 13 per cent have an ATAR between 30 and 60.

Table 15: Number and percentage of domestic undergraduate secondary entrants who have an ATAR in each band, initial teacher education and all FoE, 2012

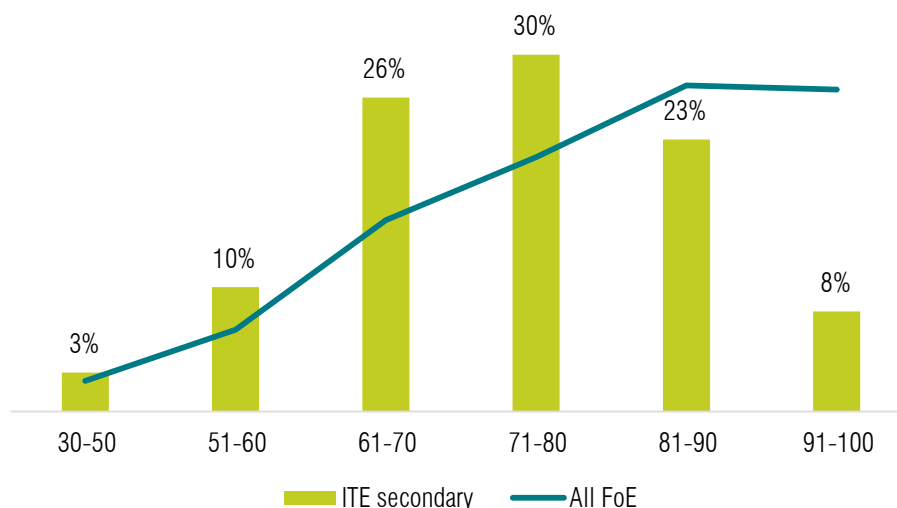
	30 to 50		51 to 60		61 to 70		71 to 80		81 to 90		91 to 100	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Initial teacher education	189	3%	611	10%	1,548	26%	1,760	30%	1,341	23%	492	8%
All FOEs	2,144	3%	5,775	7%	13,561	16%	18,038	21%	23,124	27%	22,836	27%

Source: Customised data provided by the Department of Education Higher Education Group. Note: Some rows may not equal 100% due to rounding.

Table 15 provides a comparison for secondary entrants with an ATAR in all fields of education (FoE). Initial teacher education programs have a greater percentage of commencing students with an ATAR 80 and below. This finding is replicated in Figure 12 which shows the relationship between the spread of ATAR bands for secondary entrants with an ATAR in initial teacher education compared with the spread for all fields of education.

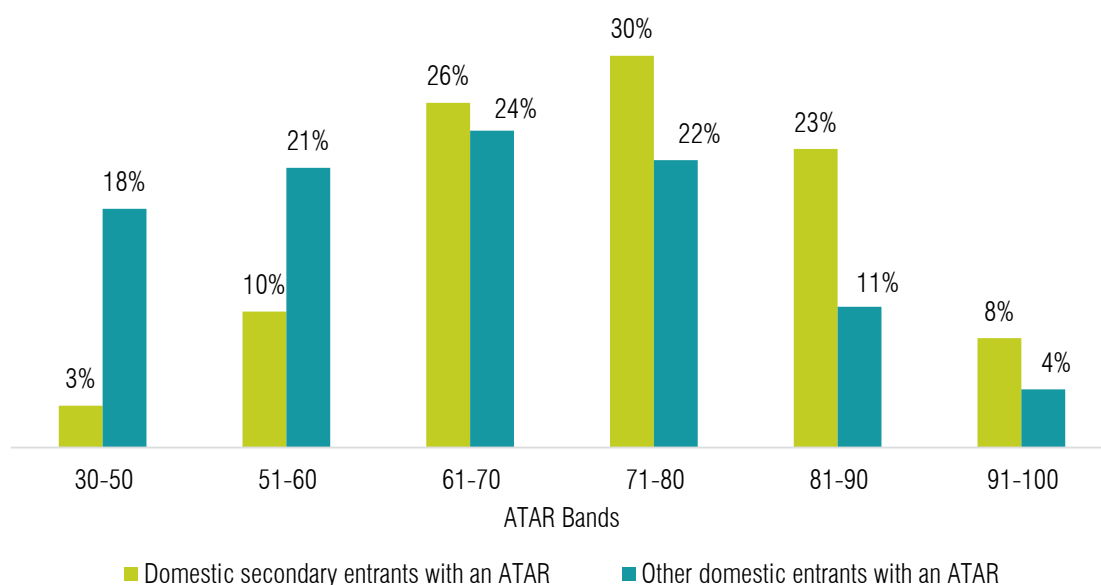
Figure 13 shows domestic commencements by ATAR band and compares the distribution of ATAR results between those secondary entrants with an ATAR and those who entered with an ATAR through one of the other basis of admission categories. This comparison highlights that those students commencing through a secondary education basis of admission generally have a higher ATAR distribution than those entering through the other basis of admission categories, where it is likely they have been selected as a result of other evidence such as their previous VET or higher education academic results.

Figure 12: Domestic secondary entrant commencements by ATAR band, ITE and all FoE, 2012



Source: Customised data provided by the Department of Education Higher Education Group.

Figure 13: Domestic commencements by ATAR band by secondary/other entrants, 2012



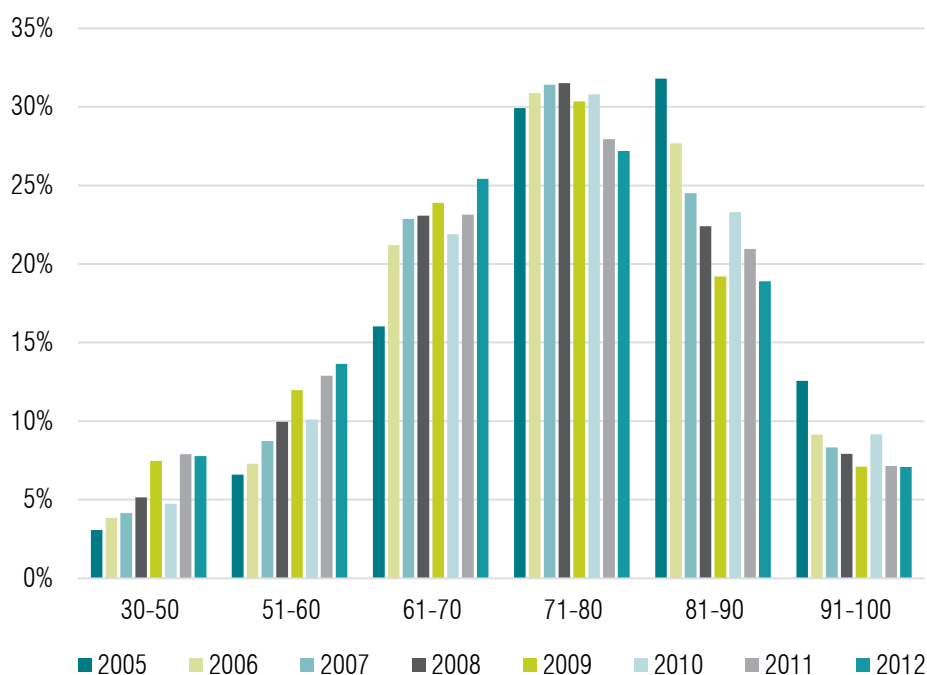
Source: Customised data provided by the Department of Education Higher Education Group.
 Domestic secondary entrant numbers: 30-50 n=189, 51-60 n=611, 61-70 n=1548, 71-80 n=1760, 81-90 n=1341, 91-100 n=492
 Other domestic entrants: 30-50 n=478, 51-60 n=560, 61-70 n=634, 71-80 n=575, 81-90 n=282, 91-100 n=117.

ATAR time series – all basis of admission categories

As noted earlier, the Higher Education Student Data collection captures ATAR data for all commencing students who have a recorded ATAR even though they were not necessarily admitted to a program on the basis of their ATAR. The data presented in Figure 14 include the ATAR data for all students with a recorded ATAR and as such, provide an indication as to how entrants to initial teacher education performed in their final years of secondary education rather than a direct representation as to how they were admitted to an initial teacher education program.

Figure 14 shows that the majority of domestic student entrants with an ATAR score over the period 2005 to 2012 have a score in the middle bands. The lower bands show an increasing percentage of students over the same period.

Figure 14: Commencing domestic initial teacher education students by ATAR band, 2005-2012



Source: Customised data provided by the Department of Education Higher Education Group.



3.4 Selecting non-ATAR applicants

With close to three quarters of entrants to initial teacher education programs entering without a recorded ATAR it is important to understand how providers of initial teacher education assess and admit their other applicants. The basis of admission data discussed in the previous section highlights the different ways a student can be admitted to a higher education program. However, the basis of admission data does not fully describe the elements that may have been considered in selecting each student into an initial teacher education program. Providers use a range of mechanisms to select their students including ATAR, previous academic qualifications or achievements, interviews, standardised testing, portfolios and written applications. As the selection processes are tailored towards selecting students for specific programs and in specific contexts no aggregated data on the selection processes exists.

However, a 2013 survey²³ of current selection practices by providers of initial teacher education has helped to identify the range of selection practices used. The survey captured data on additional or enhanced selection mechanisms used by providers apart from an applicant's prior academic achievement. The survey was sent to initial teacher education providers through the Vice Chancellors of Universities Australia members and through the Australian Council of Deans of Education. Thirty nine responses were received. Table 16 shows that a majority of respondents used a range of selection mechanisms for admitting small numbers of students. For example, these mechanisms might be used for students without recent academic results or for specific cohorts of students or specific programs. Prior experience, both teaching and non-teaching related were used by 64 per cent and 69 per cent of respondents respectively. Table 16 also shows that the use of psychometric assessments is currently limited in initial teacher education. Survey respondents indicated cost and lack of reliability and predictive validity were factors for this.

²³ Universities Australia, *Universities Australia Survey on Initial teacher education Selection Methods: Report*, Universities Australia, Canberra, 2013.

Table 16: Summary of selection mechanisms used in Australian initial teacher education programs, 2013

Proportion of Student Applications	Number of Responding Providers						
	Bonus Point Systems	Essays or personal statements	Prior (non-teaching-related experience)	Interviews	Prior teaching-related experience	Psychometric Assessments	Written Applications
Not used for any students	11	12	7	19	11	36	14
Used for a minority of students	21	21	27	18	25	2	21
Used for a majority of students	7	3	4	0	2	1	0
Used for all students	0	3	1	2	1	0	4

Source: Universities Australia Survey on Initial Teacher Education Selection Methods, Universities Australia 2013.

The 2013 Staff in Australia's School survey (SiAS) also provides data on the selection processes used to admit entrants to initial teacher education programs. For the first time the SiAS asked early career teachers to identify the selection processes they underwent to gain entry to their teacher education program. Table 17 shows that prior academic achievement was the most common for both primary and secondary teachers. While over 20 per cent of early career teachers made a written submission and around 10 per cent attended an interview as part of their selection process.



Table 17: Early career teachers: application process for selection into initial teacher education

Which of the following was part of the application process for selection into your initial teacher education program?	Primary	Secondary
	%	%
Academic achievement in school (e.g. ATAR, ENTER, UAI)	50.5	38.8
Academic achievement in a university degree	35.2	51.7
Academic achievement in other post-secondary studies (e.g. TAFE)	10.6	8.0
A written submission	22.4	20.3
References	19.6	15.5
Evidence of previous experience in working with children	16.0	8.6
An interview	11.0	12.7
Evidence of work experience not specifically connected to teaching	8.9	10.6
Specific test results	6.5	4.1
Other	4.1	4.4

Source: *Staff in Australia's Schools 2013: Main Report on the Survey*, Table 8.5 p. 92.

Note: Early career teachers were defined as those who had been teaching for five years or less (21.9% of primary teacher respondents and 17.5% of secondary). Respondents could indicate more than one factor and so the responses sum to more than 100%.

3.5 Retention in ITE

An analysis of retention rates in initial teacher education programs gives an insight into the characteristics of students and the modes of study and attendance that affect students' continuing study beyond their first year of enrolment in an ITE program.

Table 18 provides information on the first year retention rates for domestic undergraduate students who commenced an initial teacher education program in 2011. That is, it is a calculation of the number of domestic students who commenced an undergraduate course in 2011 and were continuing with an undergraduate course in 2012.²⁴ Definitions of the different retention rates are outlined in the breakout box below.

Retention rates - definitions

Normal retention rate: identifies initial teacher education students who continued their studies at the same institution in the following year in any field of education. Students who continue to study at a different institution are not considered retained.

Adjusted retention rate: identifies initial teacher education students who continued their studies at either the same or a different institution in any field of education. In addition to students retained in the same institution it also captures those students who move from one institution, to another in the following year and includes them in the retention rate.

Special adjusted rate: identifies only those initial teacher education students who commenced an initial teacher education program and continued with an initial teacher education program at the same or different institution in their second year. Unlike the adjusted retention rate this estimate does not include students who enrolled in a course in a different field of education.

²⁴ Retention rate for year(x) = the number of students who commenced an undergraduate course in year(x) and continue in year(x+1) as a proportion of students who commenced an undergraduate course in year(x) and did not complete the course in year(x). The retention data includes Table A providers only. Retention rate (normal calculation) is based on a match process using the student's StudentID. This gives a "crude" retention rate, which identifies students that are retained the following year at the same provider. For further detail on the calculation and caveats involved in producing the retention rate is available from: Department of Education, *Appendix 4: Attrition, progress and retention*, Department of Education, Canberra, 2012, viewed 14 March 2014, <http://education.gov.au/selected-higher-education-statistics-2012-student-data>.

Table 18 shows the adjusted retention²⁵ rates for total domestic undergraduate initial teacher education students as well as across a range of student and program characteristics. Table 18 also provides a comparison with the corresponding retention rates for all fields of education as well as a special adjusted retention rate.

Special adjusted retention – students continuing with an ITE program

The special adjusted rate for the total domestic undergraduate initial teacher education student cohort shows that 77 per cent of students who commenced an initial teacher education program in 2011 were continuing with an ITE program (at the same or a different provider) in 2012.

Special adjusted retention rates by student and program characteristics help identify the contexts in which students are more likely to continue their initial teacher education program in the second year. Table 18 shows that for domestic undergraduate students who commenced an initial teacher education program in 2011, and were continuing with an education program in 2012, the rate of retention across the different student and program characteristics ranged from 67.2 per cent to 83.7 per cent. In particular:

- Entrants admitted on the basis of their secondary education had higher retention rates (79.7 per cent) than entrants admitted on any other basis, but the retention rates of students admitted through the other basis of admission categories were fairly similar ranging between 75.3 and 78.5 per cent.
- A higher ATAR was generally associated with higher retention.
- Students studying through multi-modal attendance had higher retention rates (83.3 per cent), while students studying through an external mode of attendance had a markedly lower rate (68.8 per cent).
- The retention rate of Indigenous entrants was markedly lower than the average retention rate (67.2 per cent compared with 77 per cent).
- Entrants from remote locations had a lower rate than average (68.4 per cent compared with 77 per cent).

Table 18 also shows similar patterns in the retention rates for both the initial teacher education adjusted retention rates and for the all fields of education adjusted rate.

²⁵ Retention rate (adjusted calculation) is based on a match process using both the StudentID and CHESSN. This gives a more accurate retention rate calculation, as it identifies students at either the same or a different higher education provider. Please note that the CHESSN is only required for Commonwealth Assisted students, which means the Adjusted Retention Rate calculation using CHESSN will not be available for some students (namely non-FEE-HELP fee-paying students), although these students can still be matched using their StudentID if they studied the following year at the same provider.

Table 18: Domestic undergraduate retention rates, initial teacher education and all FoE, 2011

	Domestic retention rates		All FoE - domestic
	ITE Special adjusted	ITE Adjusted retention rate	Adjusted retention rate
TOTAL	77.0	80.9	79.9
ATAR bands			
30-50	78.5	80.6	77.4
51-60	79.9	83.3	78.5
61-70	78.7	82.8	79.8
71-80	80.5	85.8	83.5
81-90	83.7	89.1	88.3
91-100	83.6	90.5	92.7
Basis of admission			
Secondary	79.7	85.0	84.8
Higher education	75.3	78.4	77.5
VET award	76.7	79.7	78.4
Mature age	75.5	79.4	75.5
Professional experience	78.5	81.7	69.4
Other	77.0	77.9	79.9
Equity group			
NESB	75.1	79.3	83.8
Indigenous	67.2	71.1	67.4
Low SES - SA1 measure	75.2	79.4	77.3
Regional - 2011 ASGS	75.6	79.8	77.4
Remote - 2011 ASGS	68.4	72.3	69.1
Mode of attendance			
Internal	78.4	82.8	82.8
External	68.8	71.4	65.4
Multi-Modal	83.3	86.6	82.1

Source: Customised data provided by the Department of Education Higher Education Group.

* Adjusted retention rate - number of students who commenced a special course 22 in 2011 and continue studying ANY course at ANY provider in 2012 as a proportion of students who commenced a special course 22 in 2011 and did not complete the course in 2011.

** Special adjusted rate - number of students who commenced a special course 22 in 2011 and continue in a special course 22 at ANY provider in 2012 as a proportion of students who commenced a special course 22 in 2011 and did not complete the course in 2011.

Adjusted retention rate – students who continue with higher education

In 2011, the adjusted rate for initial teacher education domestic undergraduate commencements (80.9 per cent) is similar to adjusted retention across all fields of education (79.9 per cent).

A comparison between the adjusted retention rate for domestic undergraduate students commencing initial teacher education programs and the adjusted retention rate for all fields of education shows that the retention rates for all fields of education are similarly affected by student and program characteristics. Table 18 shows that Indigenous status, remote location, mature age entry, external mode of attendance and lower ATAR scores being indicators that a student may not continue with their study past their first year.

For some categories initial teacher education students may be more likely to stay in tertiary education in their second year (although this may not be in teaching). For example, the small group of students entering initial teacher education on the basis of professional experience have a retention rate of 81.7 per cent compared with a rate of 69.4 per cent across all fields of education. Similarly, commencements with an Indigenous status have a retention rate of 71.1 per cent compared with a rate of 67.4 across all fields of education.

Comparing adjusted retention and special adjusted retention

A comparison between the adjusted retention rate and the special adjusted retention rate is also useful as it identifies differences between those students who continue with their initial teacher education program in their second year (special adjusted) and those students who change to another higher education program (adjusted).

The adjusted retention (80.9 per cent) rate is slightly higher than the special adjusted rate (77 per cent) which indicates that a small number of students commenced their initial teacher education program and then transferred to a different field of education in 2012.

A similar pattern can be seen across all student and program characteristics, though to varying degrees, which indicates that across the board a number of students who commence an initial teacher program transfer to a different program by their second year of study. The greatest variance between the adjusted and special adjusted retention rate is for students in the 91-100 ATAR band, indicating that students in this band are more likely to transfer to a different higher education program in their second year. However, as the special adjusted rate indicates, students in this ATAR band also have higher first year retention rates within initial teacher education programs than students entering with ATARs below 80.

4. Satisfaction and employment rates

4.1 Key findings

Graduate satisfaction

In 2012, graduates of initial teacher education programs had levels of satisfaction similar to those of graduates of all higher education programs.

The Staff in Australia's Schools (SiAS) survey found that both primary and secondary early career teachers perceived their courses particularly helpful in preparing them for 'developing and teaching a unit of work' and 'meeting my professional and ethical responsibilities as a teacher'. The area considered least helpful was 'teaching Aboriginal and Torres Strait Islander students' for early career primary teachers and 'involving parents/guardians in the educative processes' for early career secondary teachers.

Early career teachers surveyed in the SiAS indicated that their initial teacher education program was helpful across all four elements: in-school experiences, education studies, teaching methods and subject studies. 'School experience' was seen as being the most helpful for both primary (88.5 per cent) and secondary early career teachers (92.6 per cent).

Overall responses to the Longitudinal Teacher Education and Workforce Study indicate that graduates of initial teacher education programs would recommend their program to others who are interested in becoming a teacher.

Employer satisfaction

Principal responses in the SiAS survey show that both primary and secondary graduates were seen as 'well prepared' or 'very well prepared' in 'making effective use of ICT'.

For principals of primary graduates the lowest rating was given to graduates' preparation in 'supporting students with disabilities' while for principals of secondary graduates the lowest rating was 'dealing with difficult student behaviour'.

Over 70 per cent of principals surveyed during the 18 month Longitudinal Teacher Education and Workforce Study agreed or strongly agreed that they were willing to employ first-year graduate teachers.



Employment rates

Generally teacher education graduates seeking full-time employment have been as successful as bachelor graduates from other fields of education.

Responses to the 2012 Graduate Destinations Survey indicated that 87 per cent of primary graduates, 86 per cent of secondary graduates and 82 per cent of early childhood graduates had found full- and/or part-time employment (in schools and not in schools) within four months of graduation.

Responses to the 2012 Graduate Destinations Survey indicate that 50 per cent of primary graduates, 48 per cent of secondary graduates and 35 per cent of early childhood graduates were employed full-time in schools within four months of graduation.

Fifty five per cent of primary and 57 per cent of secondary graduates currently employed part-time in schools are seeking full-time employment.

Responses to the Longitudinal Teacher Education and Workforce Study show the number of graduates employed in a school increased over the 18 month study. Eighty-four percent of respondents were employed (full-time, part-time, casual) in a school by the end of the study.

By the end of the 18 month Longitudinal Teacher Education and Workforce Study the employment status of graduates of ITE programs working in schools was: 37.8 per cent working on a full-time contract basis; 34.1 per cent had a full-time permanent position; while 16.6 per cent were employed on a casual basis.

The information in this section uses a range of survey data to report on graduate (early career teachers) and employer satisfaction. The survey data includes:

- Graduate Careers Australia – Australian Graduate Survey 2012 (Course Experience Questionnaire)
- Department of Education – Staff in Australia's Schools 2013 (SiAS)
- Department of Education – Longitudinal Teacher Education and Workforce Study (LTEWS).

As part of the annual Australian Graduate Survey, Graduate Careers Australia conducts a Course Experience Questionnaire (CEQ) which provides information about the satisfaction of graduates with their courses. The questionnaire is distributed to graduates across all fields of tertiary education who completed the requirements for a coursework degree from an Australian higher education institution in 2011, and subsequently responded to the 2012 CEQ approximately four months after course completion.

The Staff in Australia's Schools survey (SiAS) was conducted in 2007, 2010 and most recently in 2013. The survey seeks responses from four target audiences: Primary Teachers; Secondary Teachers; Primary Leaders; and Secondary Leaders. The 2013 SiAS was conducted from May to August 2013 by the Australian Council for Educational Research (ACER). The SiAS data provides information that specifically relates to early career teachers, that is those teachers who are in the first five years of teaching.

The Longitudinal Teacher Education and Workforce Study (LTEWS) is an 18 month study conducted during 2012 and 2013. The target population for the survey was all teachers who had graduated from an initial teacher education program in 2011. The study also captured the views of school principals in those schools where the graduate teachers were employed.

The intent, audience and question design of these surveys varies, as such the data sets are not comparable and data from each has been identified separately in this report.



4.2 Graduate teacher satisfaction

Initial teacher education is intended to prepare students to commence their professional journey in the classroom. Understanding how graduates of initial teacher education perceive their education and how it has prepared them for their teaching career is an important factor in understanding the effectiveness of initial teacher education.

Graduate Careers Australia

Table 19 shows the mean percentage agreement scores for the Good Teaching Scale, the Generic Skills Scale and the Overall Satisfaction Item across all areas of teacher education. The data are most relevant at the undergraduate level because most bachelor programs included in the education category are initial teacher education programs. This is not the case at the postgraduate level, where there is no appropriate differentiation between initial and post-initial teacher education programs.²⁶

Table 19: Course Experience Questionnaire (CEQ) mean percentage agreement scores for the GTS, GSS and OSI scale of selected teacher education, all Education and all FoEs graduates, 2012

	Good Teaching Scale*	Generic Skills Scale*	Overall Satisfaction Item*
Bachelors programs			
Early childhood	68.2	80.9	82.8
Primary	64.5	76.7	80.1
Secondary	66.1	77.4	78.9
All Education	66.8	77.4	81.0
All FoEs	66.4	78.4	83.3
Postgraduate programs			
Education	69.3	70.2	81.9
All FoEs	68.9	74.5	83.0

Source: 2012 Graduate Course Experience Tables and Figures.

Note: mean percentage agreement scores reflect the average distribution of graduates responding 'agree' or 'strongly agree'.

* Scales:

Good teaching scale: the nature of teaching experienced during a course – from six core items.

Generic skills scale: the enhancement of selected generic skills – from six core items.

Overall satisfaction item: overall satisfaction with course quality – from one core item.

²⁶ Information and data in this section has been taken from Graduate Careers Australia, *Graduate Course Experience 2012: A report on the course experience perceptions of recent graduates*, 2013.

As illustrated in Table 19, graduates of bachelor and postgraduate programs in education generally had levels of satisfaction similar to those of graduates of all FoE programs.

Staff in Australia's Schools

The Staff in Australia's Schools²⁷ (SiAS) survey asks early career teachers about their perceptions of the helpfulness of their initial teacher education program. In the 2013 SiAS these questions were revised to align with the *Australian Professional Standards for Teachers*. Only two questions were the same as those asked in earlier versions so limited comparisons can be made to previous years.

Table 20 shows how helpful primary and secondary early career teachers found elements of their initial teacher education program. Specifically, both primary and secondary early career teachers found their courses particularly helpful in preparing them for 'developing and teaching a unit of work' and 'meeting my professional and ethical responsibilities as a teacher'. The area considered least helpful was 'teaching Aboriginal and Torres Strait Islander students' for early career primary teachers and 'involving parents/guardians in the educative processes' for early career secondary teachers.

²⁷ Information and data in this section has been taken from P McKenzie et al., *Staff in Australia's Schools 2013: Main Report on the survey*, 2014.



Table 20: Early career teachers: perceptions of the helpfulness of their pre-service teacher education course

How helpful was your initial service teacher education course in preparing you for:	Primary		Secondary	
	Very helpful/helpful	Not helpful	Very helpful/helpful	Not helpful
	%	%	%	%
1. Know students and how they learn				
Teaching students with a wide range of backgrounds and abilities	46.2	9.3	43.4	13.2
Supporting students with disabilities	27.9	21.9	33.0	23.1
Teaching Aboriginal and Torres Strait Islander students	23.5	28.4	28.0	31.7
2. Know the content and how to teach it				
Developing and teaching a unit of work	76.3	2.6	74.3	4.0
Developing subject content knowledge appropriate for school curriculum	69.3	5.3	65.1	10.4
Developing strategies for teaching numeracy	69.1	5.1	33.5	30.7
Developing strategies for teaching literacy	59.7	6.6	44.5	17.2
Making effective use of Information and Communication Technology (ICT)	52.3	7.7	55.9	11.3
3. Plan for and implement effective teaching and learning				
Learning how to evaluate and improve my own teaching	71.6	3.9	70.1	6.8
Developing my skills in classroom communication	60.4	6.8	62.7	8.2
Learning about resources available for my teaching areas	48.5	10.9	56.6	12.1
Involving parents/guardians in the educative process	31.9	26.2	23.7	34.2
4. Create and maintain supportive and safe learning environments				
Managing classroom activities to keep students on task	51.7	10.5	49.6	14.4
Dealing with difficult student behaviour	32.8	23.1	35.1	25.3
5. Assess, provide feedback and report on student learning				
Making effective use of student assessment information	48.3	12.7	45.5	17.8
Ensuring that my assessments are consistent and comparable with those of other teachers	40.2	23.0	44.2	22.0
Interpreting achievement reports from national or statewide assessments	27.2	34.2	27.0	38.4
6. Engage in professional learning				
Developing my own literacy skills	57.0	11.3	44.5	21.2
Developing my own numeracy skills	56.9	10.2	27.8	39.9
7. Engage professionally with colleagues, parents/carers and the community				
Meeting my professional and ethical responsibilities as a teacher	74.0	2.7	74.5	4.8
Complying with legislative, administrative and organisational requirements	54.2	9.9	60.6	10.6
Developing contacts with professional teaching networks	40.7	15.9	45.1	16.4
Engaging with performance and development plans	37.0	24.6	36.3	25.5

Source: Staff in Australia's Schools 2013: Main Report on the Survey, Table 8.6 p. 93.

Note: Early career teachers were defined as those who had been teaching for five years or less (21.9% of primary teacher respondents and 17.5% of secondary). The items are ordered by the seven domains of teaching in the APST and then by the highest proportions who responded 'very helpful', i.e. the first column.

The 2013 SiAS asked early career teachers, for the first time, about how helpful they found their initial teacher education program to be in relation to: in-school experiences, education studies, teaching methods and subject studies. As Table 21 shows, all elements were considered to have been helpful, with 'school experience' being considered the most helpful for both primary (88.5 per cent) and secondary early career teachers (92.6 per cent).

Table 21: Early career teachers: helpfulness of components of initial teacher education course

How helpful did you find each of the four components of your initial teacher education course listed below in preparing you for teaching?	Primary			Secondary		
	Very helpful/helpful	Not helpful	N/A	Very helpful/helpful	Not helpful	N/A
	%	%	%	%	%	%
School experience: Time spent in schools on teaching rounds, observation of classes, practicum and the like	88.5	0.7	1.5	92.6	0.9	1.7
Education studies: Learning about the theories and context of education and schooling	76.7	3.1	0.7	72.5	5.7	0.9
Teaching methods: Learning how to teach the subjects that you are likely to teach	68.2	4.2	1.1	68.2	6.1	1.6
Subject studies: Learning the content of the subjects that you are likely to teach	65.9	5.6	1.7	67.1	9.5	7.5

Source: *Staff in Australia's Schools 2013: Main Report on the Survey*, Table 8.7 p. 94.

Note: Early career teachers were defined as those who had been teaching for five years or less (21.9% of primary teacher respondents and 17.5% of secondary). The items are ordered in terms of the proportions who responded 'very helpful', i.e. the first column. The perceptions of helpfulness are expressed as the proportion of responses from those who had received the type of assistance.

Longitudinal Teacher Education and Workforce Study

The 18 month Longitudinal Teacher Education and Workforce Study²⁸ (LTEWS) also provides information about how recently graduated teachers perceive their initial teacher education programs. The study followed graduate teachers from the time of their graduation and into their second year of teaching, with three rounds of data collection in March 2012, October 2012 and March 2013.

Participants in the survey were asked whether they would recommend their initial teacher education program to others who were interested in becoming a teacher. As shown in Table 22 the responses indicate that most graduate teachers felt positive about recommending their initial teacher education programs, though graduates not currently teaching reported lower levels of agreement than those currently in a teaching position.

Table 22: Graduate teachers – by level of agreement with the statement ‘I would recommend my teacher education program to others’

	Round 1		Round 2		Round 3	
	n	%	n	%	n	%
Teaching						
Strongly Disagree	41	4.2	67	3.2	51	3.1
Disagree	92	9.5	175	8.3	126	7.6
Neither Agree nor Disagree	104	10.7	316	14.9	165	10.0
Agree	459	47.4	1,003	47.4	824	49.8
Strongly Agree	273	28.2	555	26.2	490	29.6
TOTAL	969	100.0	2,116	100.0	1,656	100.0
Not teaching						
Strongly Disagree	21	6.1	22	5.9	19	5.9
Disagree	47	13.7	42	11.4	49	15.2
Neither Agree nor Disagree	45	13.2	61	16.5	45	13.9
Agree	153	44.7	155	41.9	155	48.0
Strongly Agree	76	22.2	90	24.3	55	17.0
TOTAL	342	100.0	370	100.0	323	100.0

Source: Longitudinal Teacher Education and Workforce Study Final Report, 2014 p. 142.

Note: Round 1 $p < 0.05$; Round 2 $p < 0.05$; Round 3 $p < 0.01$.

²⁸ Information and data in this section have been taken directly from D Mayer, et al., *Longitudinal Teacher Education and Workforce Study Final Report*, 2014.



The LTEWS study collected participants' views of how well they were prepared in relation to the *Australian Professional Standards for Teachers* as outlined in Table 23. The responses show that overall graduates felt they were well prepared across the standards; however, graduates were less likely to agree they felt prepared to 'engage professionally with colleagues, parents/carers and the community'. Table 23 shows the level of agreement across the three rounds for preparation in relation to the standards for those graduates who were currently teaching. Consistently across the three rounds graduates agreed or strongly agreed that they were prepared to:

- 'know students and how they learn'
- 'plan for an implement effective teaching and learning'.


Table 23: Graduate teachers – by preparation in key areas of teaching

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Preparation for:	%	%	%	%	%
Round 1					
Know students and how they learn	1.4	4.6	21.8	57.8	14.4
Know the content and how to teach it	1.2	6.2	28.3	54.7	9.6
Plan for and implement effective teaching and learning	1.0	3.9	21.4	60.9	12.9
Create and maintain supportive and safe learning environments	1.3	9.1	27.6	50.7	11.3
Assess, provide feedback and report on student learning	1.9	5.1	21.8	58.4	12.7
Engage in professional learning	0.6	2.0	8.4	49.6	39.3
Engage professionally with colleagues, parents/carers and the community	1.1	8.2	32.5	48.7	9.5
Round 2					
Know students and how they learn	1.0	6.2	15.0	63.5	14.2
Know the content and how to teach it	2.8	14.9	20.5	48.0	13.8
Plan for and implement effective teaching and learning	1.3	8.3	14.5	60.3	15.6
Create and maintain supportive and safe learning environments	1.4	7.4	16.8	55.3	19.1
Assess, provide feedback and report on student learning	5.6	18.8	21.1	43.3	11.1
Engage in professional learning	3.0	9.8	20.2	48.4	18.6
Engage professionally with colleagues, parents/carers and the community	9.6	26.0	27.6	30.2	6.6
Round 3					
Know students and how they learn	1.3	8.6	17.4	60.6	12.0
Know the content and how to teach it	4.5	16.7	22.5	43.8	12.4
Plan for and implement effective teaching and learning	2.1	10.0	16.0	57.7	14.2
Create and maintain supportive and safe learning environments	2.0	8.5	18.1	53.7	17.7
Assess, provide feedback and report on student learning	5.4	19.5	22.6	43.4	9.1
Engage in professional learning	3.2	11.2	22.9	45.4	17.3
Engage professionally with colleagues, parents/carers and the community	9.2	26.5	29.0	28.6	6.7

Source: Longitudinal Teacher Education and Workforce Study Final Report, 2014 pp. 145-46.

Note: Round 1 results are not comparable with Rounds 2 and 3 because respondents were asked to respond to 46 statements, which were subsequently grouped under the seven Australian Professional Standards for Teachers.

4.3 Employer satisfaction

Data on employer satisfaction with graduates of initial teacher education programs are not currently available at the national level. However, data from the Staff in Australia's Schools survey (SiAS) and the Longitudinal Teacher Education and Workforce Study (LTEWS) provide snapshots of employer satisfaction with graduate teachers.

Staff in Australia's Schools

The SiAS²⁹ captures responses from principals who were asked their perception on how well graduate teachers were prepared for teaching. Principals were asked to assess the preparedness of graduates across a range of aspects. In the 2013 survey these questions were, for the first time, phrased in terms of how well new graduates were prepared in meeting the *Australian Professional Standards for Teachers*.

Table 24 shows the range of principal responses for both primary and secondary teacher graduates. The overall response indicates that secondary graduates were seen as better prepared than primary graduates. Both primary and secondary graduates were seen as 'very well prepared' or 'well prepared' in 'making effective use of ICT' with 70.4 per cent for primary graduates and 76.1 per cent for secondary. In 7 out of the 23 elements, more than 50 per cent of principals assessed their graduates as being very well or well prepared. This compares to only 1 out of the 23 elements for primary graduates.

For principals of primary graduates the lowest rating was given to graduates' preparation in 'supporting students with disabilities' with only 5.6 per cent of principals perceiving their graduates to be well or very well prepared in this area. For principals of secondary graduates the lowest rating was 'dealing with difficult student behaviour' (11.2 per cent).

²⁹ Information and data in this section has been taken from P McKenzie et al., *Staff in Australia's Schools 2013: Main Report on the survey*, 2014.


Table 24: Principals' perceptions of the preparation of recent teacher graduates

In your experience, how well prepared are recent graduates in regard to:	"Very well prepared" or "well prepared"	
	Primary %	Secondary %
1. Know students and how they learn		
Teaching wide range of students	19.5	29.9
Teaching ATSI students	7.5	11.8
Supporting students with disabilities	5.6	14.5
2. Know the content and how to teach it		
Making effective use of ICT	70.4	76.1
Developing and teaching a unit of work	42.4	58.3
Subject content knowledge	40.1	62.2
Developing strategy for teaching numeracy	33.7	27.4
Developing strategy for teaching literacy	33.1	24.4
3. Plan for and implement effective teaching and learning		
Resources available in their teaching areas	41.5	57.9
Developing skills in classroom communication	37.3	52.9
Evaluating and improving their own teaching	25.8	45.1
Involving parents and guardians	17.6	26.9
4. Create and maintain supportive and safe learning environments		
Managing classroom activities	29.1	32.4
Dealing with difficult student behaviour	11.8	11.2
5. Assess, provide feedback and report on student learning		
Making effective use of student assessment information	23.3	31.8
Ensuring their assessments are consistent and comparable with other teachers	17.7	31.3
Interpreting national or statewide achievement reports	14.3	22.2
6. Engage in professional learning		
Developing their own literacy skills	37.6	30.1
Developing their own numeracy skills	37.6	24.9
7. Engage professionally with colleagues, parents/carers and the community		
Meeting their professional and ethical responsibilities	48.5	60.0
Complying with legislative and organisational requirements	34.9	50.5
Developing contacts with professional teaching networks	23.6	40.0
Engaging with performance and development plans	19.7	33.1

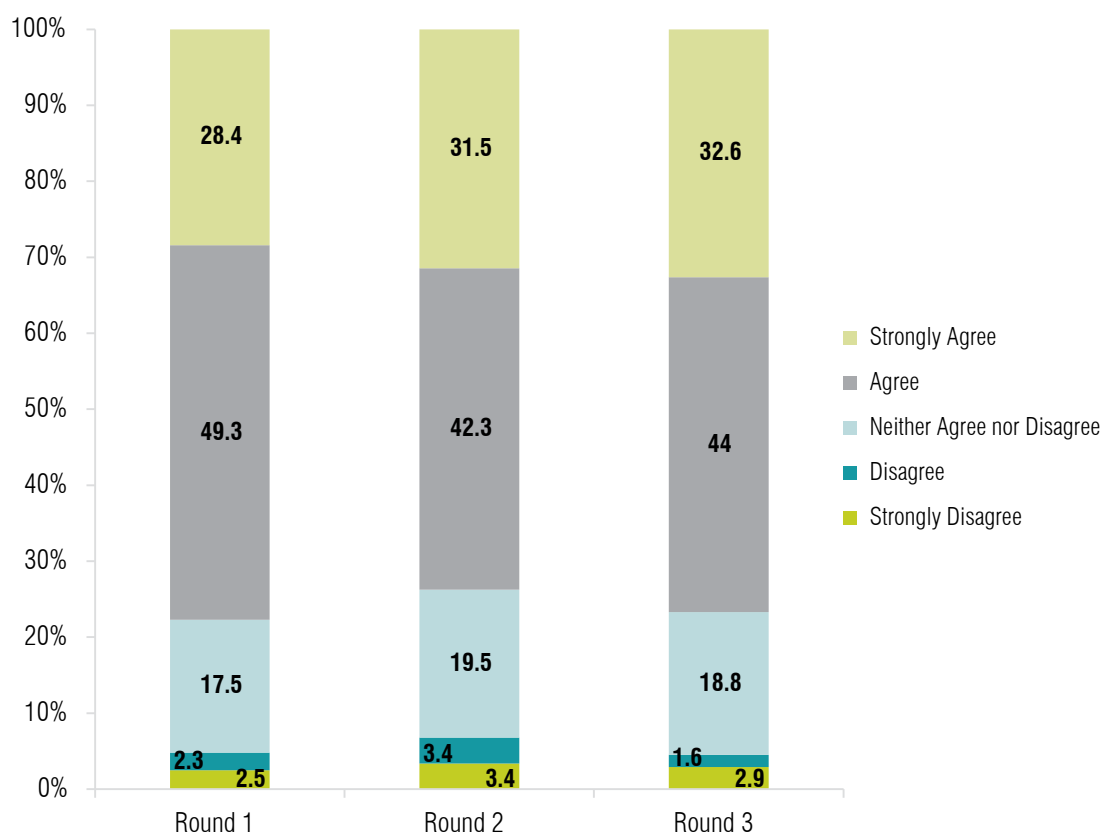
Source: *Staff in Australia's Schools 2013: Main Report on the Survey, Table 12.17 p. 132.*

Longitudinal Teacher Education and Workforce Study

The LTEWS³⁰ surveyed the school principals of those graduate teachers involved in the teacher survey. Principals were asked whether or not they preferred to employ graduate teachers. Figure 15 shows that in all three rounds of principal surveys around 75 per cent agreed or strongly agreed that they liked to employ graduates.

Principals were also asked to reflect on the effectiveness of their graduate teachers in the areas of 'teaching diverse learners', 'use of ICT' and 'literacy and numeracy'. Figure 16 shows the principal responses and highlights that the majority of graduate teachers were seen as effective in these areas. 'Use of ICT' had the highest percentage agreement with 92 per cent in both Rounds 2 and 3. There was less agreement by the principals surveyed that their graduate teachers were effective in teaching diverse learners.

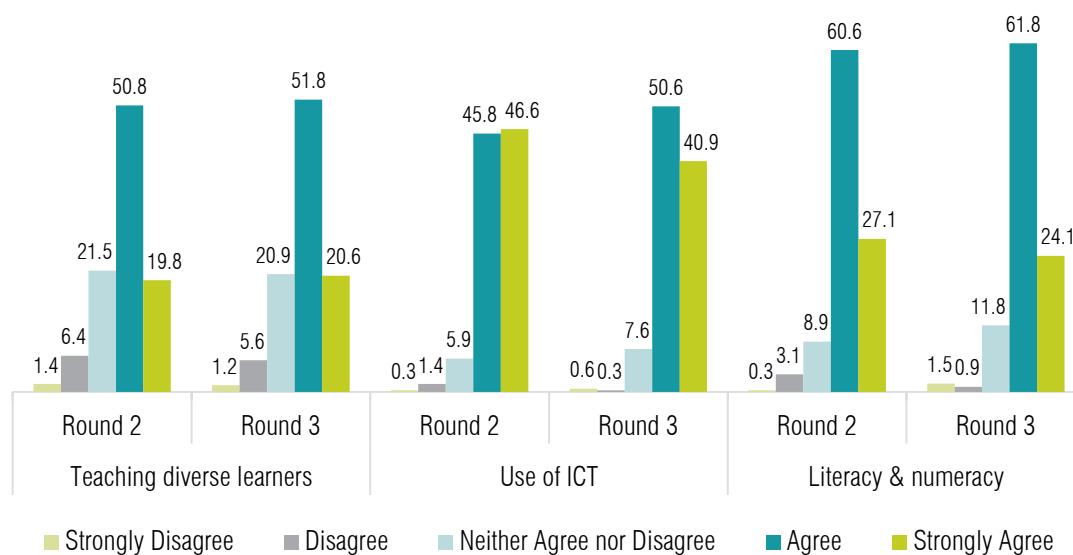
Figure 15: Principals' willingness to employ first-year graduate teachers



Source: *Longitudinal Teacher Education and Workforce Study Final Report, 2014 p. 66.*

³⁰ Information and data in this section has been taken from D Mayer, et al., *Longitudinal Teacher Education and Workforce Study Final Report, 2014*.

Figure 16: Principals' views of the effectiveness of individual graduate teachers in key areas



Source: Longitudinal Teacher Education and Workforce Study Final Report, 2014 p. 216.

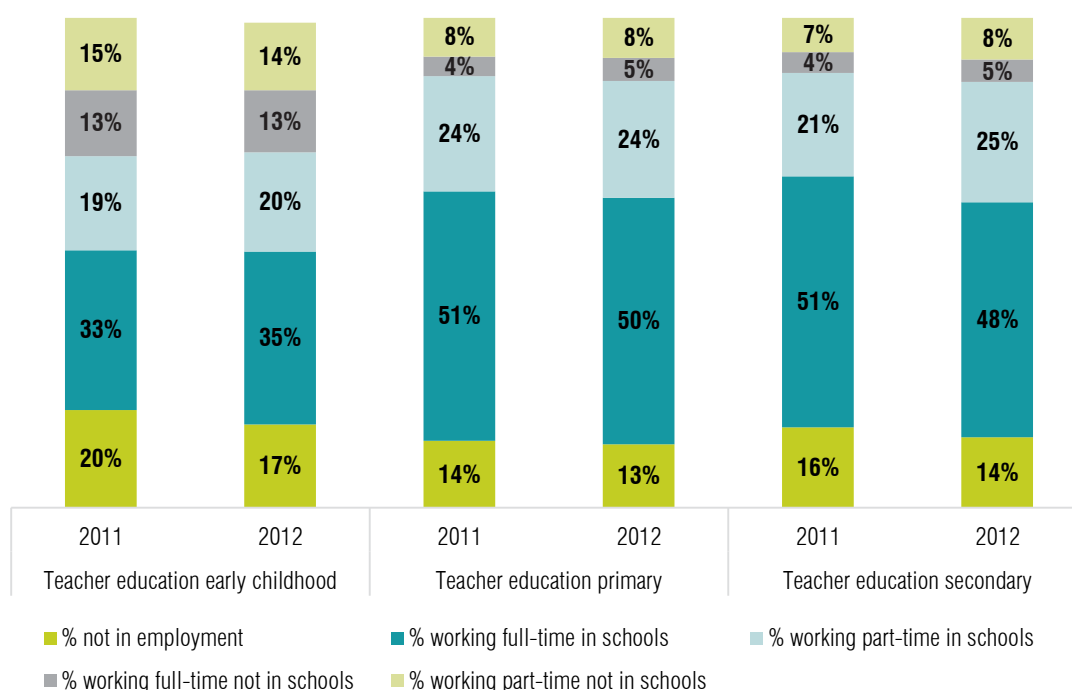
4.4 Employment rates

A key source of information about the employment rates in the profession of teaching after graduation comes from Graduate Careers Australia, which has been tracking the employment and other destinations of graduates of Australian higher education providers since 1974. Data are collected through the Graduate Destination Survey (GDS).

Figure 17 shows responses to the GDS on the employment status of bachelor graduates in education for 2011 and 2012 across three detailed field of education categories: early childhood, primary and secondary. The responses show that in 2012 most primary (87 per cent), secondary (86 per cent) and early childhood (82 per cent) graduates were employed within four months of graduation.

Figure 17 shows that for primary and secondary graduates in 2011 and 2012 around half were working full-time in schools, though the percentage of secondary graduates working in schools dropped to just below half (48 per cent) in 2012. The percentage for early childhood graduates working in schools is lower at 33 per cent and 35 per cent in 2011 and 2012 respectively. The lower proportions of early childhood graduates may indicate that graduates are choosing to seek employment in early childhood settings outside the schooling system.

Figure 17: Employment status of bachelor graduates in Education, 2011 and 2012



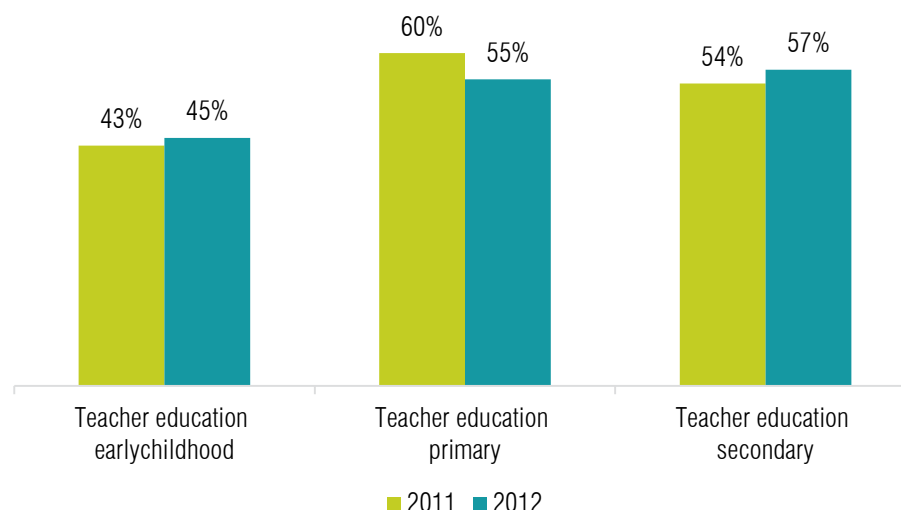
Source: GCA customised data from the Graduate Destination Survey (GDS).

Note: Some percentages might not add to 100% due to rounding. Australian citizens and permanent residents only. The GDS is carried out around four months after most students complete their courses. 'Teacher Education: early childhood' also prepared graduates for work in the non-school early childhood sector.

Note: Response rates 2012: Teacher Education: early childhood n=989, Teacher Education: primary n= 2359, Teacher Education: secondary n = 1177. 2011: Teacher Education: early childhood n=1098, Teacher Education: primary n= 2582, Teacher Education: secondary n = 1232.

Figure 18 shows that a majority of primary and secondary education graduates currently employed part-time in schools are seeking full-time work. The proportion for early childhood graduates is similar though slightly lower with 45 per cent of part-time employed graduates seeking full-time work.

Figure 18: Percentage of education graduates employed part-time in schools seeking full-time employment, 2011 and 2012



Source: GCA customised data from the Graduate Destination Survey (GDS).

Note: Some percentages might not add to 100% due to rounding.

Note: Australian citizens and permanent residents only. The GDS is carried out around four months after most students complete their courses. 'Teacher Education: early childhood' also prepared graduates for work in the non-school early childhood sector.

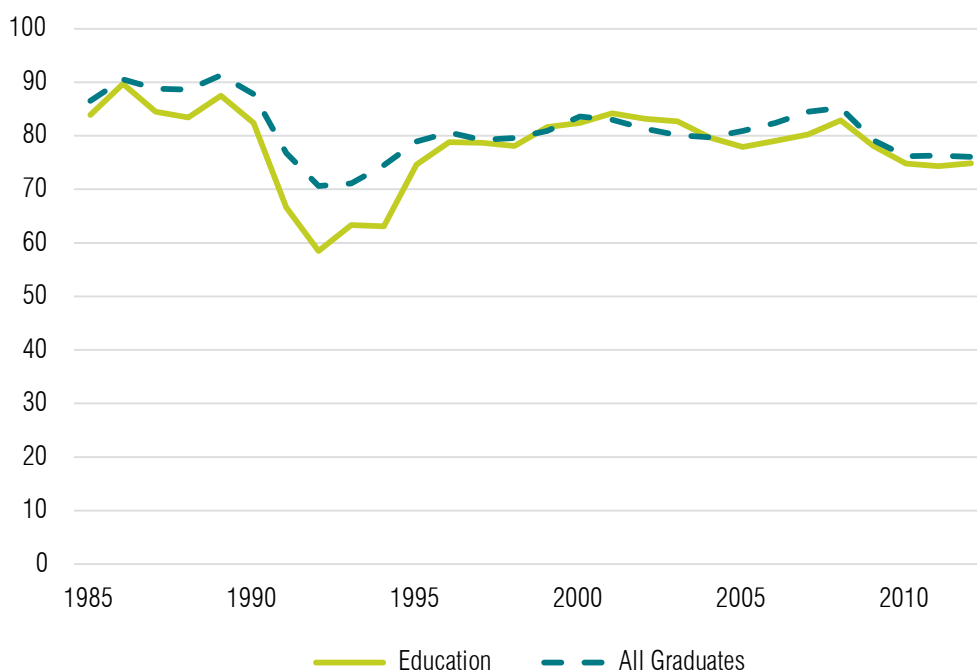
Note: Response rates for 2012: Teacher Education: early childhood n=989, Teacher Education: primary n= 2359, Teacher Education: secondary n = 1177.

2011: Teacher Education: early childhood n=1098, Teacher Education: primary n= 2582, Teacher Education: secondary n = 1232.



Over recent decades, teacher education graduates seeking full-time employment have generally been as successful as other bachelor graduates, except in the early 1990s when teaching positions were less available than positions for graduates of other fields. Figure 19 shows the pattern for teacher education and all graduates seeking full time positions since 1985.

Figure 19: Bachelor degree graduates working full-time as a percentage of those available for full-time employment, education and all FoEs, 1985-2012



Source: GCA, 2012 Graduate Destinations Tables and Figures (Guthrie, 2013), Table T5.

Note: The 'Education' data are the GCA's 'Education – Initial' category.

Longitudinal Teacher Education and Workforce Study

The Longitudinal Teacher Education and Workforce Study³¹ also provides a further snapshot of the employment rates of graduate teachers. Table 25 shows the employment rates across the three rounds and shows that the percentage of graduates with a teaching position increased over the period of the study (March 2012 to March 2013) with employment rates increasing from 74 per cent to 83.9 per cent.

Table 25: Graduate teachers with a teaching position

	Round 1		Round 2		Round 3	
	n	%	n	%	n	%
Teaching	980	74.0	2,217	84.7	1,830	83.9
Not teaching	344	26.0	401	15.3	350	16.1
TOTAL	1,324	100.0	2,618	100.0	2,180	100.0

Source: *Longitudinal Teacher Education and Workforce Study Final Report, 2014 p. 47.*

The study also collected data on the employment status of respondents and shows that for Round 3 respondents with a teaching position, 37.8 per cent were in a full-time contract position while 34.1 per cent held a permanent full-time position. Round 3 responses also show that almost 17 per cent of graduate teachers were employed on a casual basis. Table 26 also shows that the percentage of graduates with a full-time permanent position increased over the three rounds, while the percentage of casually employed graduates decreased.

Table 26: Graduate teachers with a teaching position – by employment type

	Round 1		Round 2		Round 3	
	n	%	n	%	n	%
Full time – Permanent	168	17.5	441	20.1	613	34.1
Part time – Permanent	30	3.1	57	2.6	59	3.3
Casual	209	21.7	512	23.3	299	16.6
Full time – Contract	441	45.8	945	43.1	679	37.8
Part time – Contract	114	11.9	239	10.9	147	8.2
TOTAL	962	100.0	2,194	100.0	1,797	100.0

Source: *Longitudinal Teacher Education and Workforce Study Final Report, 2014 p. 58.*

³¹ Information and data in this section has been taken from Information and data in this section has been taken directly from D Mayer et al., *Longitudinal Teacher Education and Workforce Study Final Report, 2014.*

The LTEWS also provides data on the industry sectors of those graduate teachers employed in a non-teaching position and reports that more than 40 per cent were working in education-related industries.³² Table 27 shows a breakdown of the responses from Round 2 participants who were asked to elaborate on the nature of their role within the education sector. Tutoring, followed by early childhood education were the most common areas with 19.5 per cent and 17.2 per cent respectively.

Table 27: Graduate teachers without a teaching position currently employed in the education sector – by specific role

	Round 2	
	n	%
Tutoring/private teaching	17	19.5
Early Childhood education	15	17.2
Teacher's aide	14	16.1
'Outside school hours' child care	11	12.6
Formal tertiary education	10	11.5
Community-based adult education	1	1.1
Education administration	9	10.3
Public service	3	3.4
Education Department – Head office	1	1.1
Education Department – Regional office	1	1.1
Other	5	5.7
TOTAL	87	100.0

Source: *Longitudinal Teacher Education and Workforce Study Final Report, 2014 pp. 69-70.*

³² D Mayer et al., *Longitudinal Teacher Education and Workforce Study Final Report, 2014*, p. 69.



5. Provider and program specific information

This section provides data from the Higher Education statistics collection 2012, for providers who have programs classified as initial teacher training (special course 22). Information is structured alphabetically by provider and details for each provider the:

- number of programs with commencing students
- aggregated commencement, enrolment and completions figures for all ITE programs classified by the provider
- aggregated commencement data by gender, citizenship and equity status
- aggregated commencement data 2005-2012
- individual program level data.

For each provider, the individual program level data shows the:

- course name, course level and detailed field of education
- commencements by basis of admission
- commencements by ATAR bands
- commencements by program for 2012
- completions by program for 2012
- programs with completions only.

Due to the timing and classification of the data reported to the Higher Education Collection the programs listed in these tables are not identical to those in the AITSL 'Accredited Programs List' (<http://www.aitsl.edu.au/initial-teacher-education/accredited-programs-list.html>). The Accredited Programs List is an up-to-date list of accredited programs provided by the teacher regulatory authorities in each jurisdiction and may differ from how providers of initial teacher education classify their programs for the purposes of reporting to the Higher Education Group.

The information in this section is derived from two sets of data provided by the Higher Education Group, one set is concerned only with commencements data and the other is concerned only with completions data. The program level data includes programs with commencements only, commencements and completions and completions only (likely to be those programs being phased out). A matching process based on course code has been used to combine the completions and commencements data sets. Where the program level data in this section have five or fewer students they are shown as '<5' by the Higher Education Group to avoid any risk of disseminating identifiable data. As noted earlier, the data in this report are derived from the verified and signed off data. Revised data may be submitted by HEIs through HEIMS at any time, however, no change will be made to the verified and signed off data. Further, the reporting practices followed in entering data into the HEIMS may vary across HEIs.



Two key points should be considered when interpreting the data presented in this section:

1. ATAR bands showing a dash represent those programs who have not admitted students who have a recorded ATAR, for example postgraduate programs. The number of students without a recorded ATAR is classified as 'unknown' in the data. Further, as noted previously the ATAR data include ATARs for all commencing students who have a recorded ATAR and as such, the data on the distribution of ATAR scores across the bands provide an indication as to how entrants to initial teacher education performed in their final years of secondary education rather than a direct representation as to how they were admitted to an initial teacher education program. This data does not represent the minimum entry ATAR scores that are published for admission to ITE programs.
2. The data on commencements and completions relate to the numbers of students commencing and completing during 2012, rather than data on a single cohort of students.



List of providers

Provider	Page No	Provider	Page No
Alphacrucis College	63	Tabor Adelaide	111
Australian Catholic University	64	Tabor Victoria	112
Australian College of Physical Education	67	The University of Adelaide	113
Avondale College of Higher Education	68	The University of Melbourne	114
Central Queensland University	70	The University of Notre Dame	116
Charles Darwin University	71	The University of Queensland	119
Charles Sturt University	72	The University of Sydney	121
Christian Heritage College	76	The University of Western Australia	124
Curtin University	77	University of Ballarat	125
Deakin University	78	University of Canberra	127
Edith Cowan University	81	University of New England	131
Flinders University	84	University of Newcastle	136
Griffith University	87	University of New South Wales	138
Holmesglen Institute of TAFE	89	University of South Australia	139
James Cook University	90	University of Southern Queensland	141
La Trobe University	91	University of the Sunshine Coast	142
Macquarie University	93	University of Tasmania	144
Monash University	98	University of Technology, Sydney	145
Morling College	103	University of Western Sydney	146
Murdoch University	104	University of Wollongong	148
Queensland University of Technology	107	Victoria University	151
RMIT University	109	Wesley Institute	152
Southern Cross University	110		

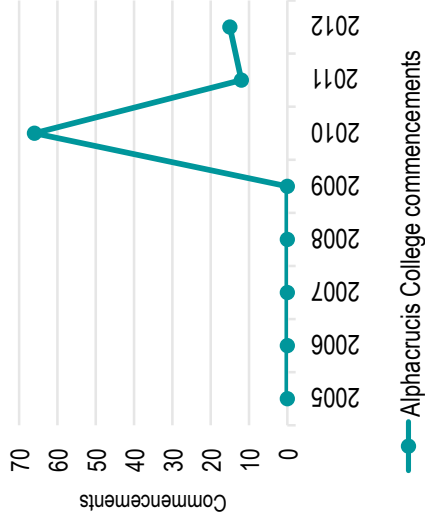
Data legend

Notation	Definition
'-'	Provider has reported a zero for this field
<5	Actual figures suppressed to avoid identification
np	Where the data has not been provided or published
Empty cell	Where a program only has completions data the commencement cells are empty

Aggregated data from all ITE programs	
2012 Number of programs	1
2012 Commencements	15
2012 Enrolments	29
2012 Completions	-
2012 Commencement breakdowns	
Gender	Females
	8
	Males
	7
Citizenship	Domestic
	15
	Overseas
	-
Equity group	Indigenous
	-
	NESB
	-
	Low SES
	Regional & Remote
	-

Alphacrucis College - individual program data for ITE programs (special course 22), 2012											
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification		
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	-	-	7	-	6	<5	<5	15	-
										Total Completions 2012	Total Commencements 2012
										15	-

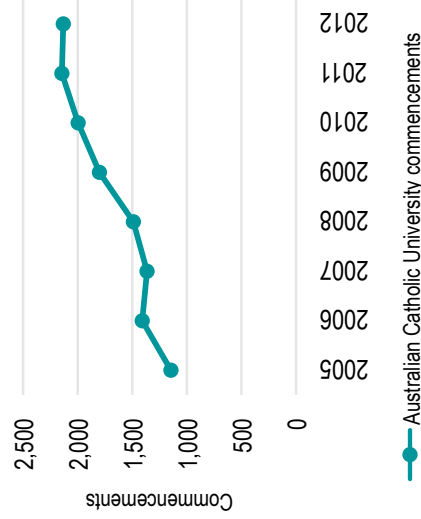
Time series commencements



The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs	
2012 Number of programs	15
2012 Commencements	2,132
2012 Enrolments	5,881
2012 Completions	1,191
2012 Commencement breakdowns	
Gender	Females
	1,675
	Males
	457
Citizenship	Domestic
	2,080
	Overseas
	52
Equity group	Indigenous
	20
	NESB
	55
	Low SES
	266
	Regional & Remote
	204

Time series commencements



Australian Catholic University - individual program data for ITE programs (special course 22), 2012																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Commencements 2012	Total completions 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90			91 to 100	Unknown
Bachelor of Education (Early Childhood and Primary)	Undergrad	Teacher Education: Early Childhood	-	<5	67	325	78	<5	-	<5	31	105	54	26	<5	254	474	184
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	<5	96	450	119	13	<5	<5	39	105	110	62	np	356	683	362
Bachelor of Education (Primary) (Indigenous Studies)	Undergrad	Teacher Education: Primary	-	-	6	-	-	-	-	-	-	-	-	-	-	6	6	11
Bachelor of Teaching/Bachelor of Arts	Undergrad	Teacher Education: Secondary	-	np	-	<5	-	-	-	-	-	-	-	-	np	<5	<5	35
Bachelor of Teaching/Bachelor of Arts (Humanities)	Undergrad	Teacher Education: Secondary	-	<5	35	172	17	<5	-	-	15	52	42	15	9	97	230	68
Bachelor of Teaching/Bachelor of Arts (Mathematics)	Undergrad	Teacher Education: Secondary	-	-	5	27	<5	<5	-	-	<5	9	<5	8	<5	11	35	11
Bachelor of Teaching/Bachelor of Arts (Technology)	Undergrad	Teacher Education: Secondary	-	-	5	52	8	5	-	-	<5	16	15	np	-	29	70	28
Bachelor of Teaching/Bachelor of Arts (Visual Arts)	Undergrad	Teacher Education: Secondary	-	-	<5	22	5	<5	-	-	<5	10	<5	<5	-	15	32	15
Bachelor of Teaching (Early Childhood)	Undergrad	Teacher Education: Early Childhood	-	np	<5	32	17	-	-	-	7	12	<5	-	np	31	52	5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

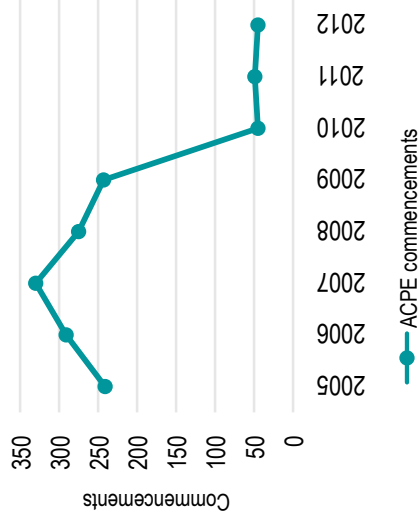
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The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Australian Catholic University - individual program data for ITE programs (special course 22), 2012																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR		Total Completions 2012	Total Commencements 2012						
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50			51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown
Bachelor of Teaching/Bachelor of Arts (Computing)	Undergrad	Teacher Education: Secondary																
					</													

Aggregated data from all ITE programs		
2012 Number of programs	1	
2012 Commencements	45	
2012 Enrolments	283	
2012 Completions	105	
2012 Commencement breakdowns		
Gender	Females	np
	Males	< 5
Citizenship	Domestic	45
	Overseas	-
Equity group	Indigenous	-
	NESB	<5
	Low SES	9
	Regional & Remote	<5

Time series commencements

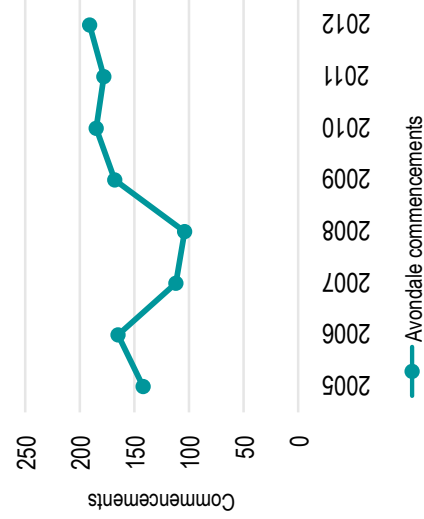


Australian College of Physical Education - individual program data for ITE programs (special course 22), 2012																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2012			
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown	Total Commencements 2012	
Bachelor of Dance Education	Undergrad	Teacher Education: Secondary	-	<5	<5	42	-	-	-	<5	<5	<5	<5	-	32	45	23	
Bachelor of Education (Physical and Health Education)	Undergrad	Teacher Education: Secondary															77	
Bachelor of Education (Physical and Health Education) (Hons)	Undergrad	Teacher Education: Secondary															<5	
Bachelor of Physical and Health Education	Undergrad	Teacher Education: Secondary															<5	

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs		
2012 Number of programs	10	
2012 Commencements	191	
2012 Enrolments	570	
2012 Completions	100	
2012 Commencement breakdowns		
Gender	Females	136
	Males	55
Citizenship	Domestic	np
	Overseas	<5
Equity group	Indigenous	7
	NESB	-
	Low SES	42
	Regional & Remote	45

Time series commencements



Avondale College of Higher Education - individual program data for ITE programs (special course 22), 2012																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90		91 to 100	Unknown
Bachelor of Arts/Bachelor of Teaching	Undergrad	Teacher Education: Secondary	-	<5	10	16	<5	-	-	<5	<5	<5	6	<5	14	29	16
Bachelor of Business/Bachelor of Teaching	Undergrad	Teacher Education: Secondary	-	-	<5	<5	-	<5	-	-	<5	-	-	<5	<5	<5	<5
Bachelor of Science/Bachelor of Teaching	Undergrad	Teacher Education: Secondary	-	-	<5	<5	<5	-	-	-	<5	<5	<5	<5	5	10	-
Bachelor of Teaching (Primary)	Undergrad	Teacher Education: Primary	-	-	6	-	-	-	-	-	<5	-	-	np	5	6	<5
Bachelor of Teaching (Secondary)	Undergrad	Teacher Education: Secondary	-	np	<5	-	-	-	-	-	-	-	-	np	<5	<5	12
Bachelor of Arts/Bachelor of Teaching (Honours)	Undergrad	Teacher Education: Secondary	-	np	<5	-	-	-	-	-	-	-	np	<5	-	<5	<5
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	<5	25	17	8	<5	-	-	6	8	6	<5	30	57	36
Bachelor of Education (Primary) (Honours)	Undergrad	Teacher Education: Primary	-	np	<5	-	-	-	-	-	-	<5	-	<5	<5	<5	<5
Bachelor of Education (Early Childhood)	Undergrad	Teacher Education: Early Childhood	-	-	10	<5	17	<5	-	-	<5	<5	<5	-	21	32	5

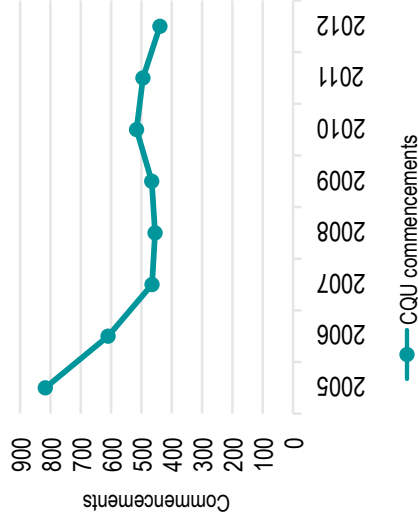
The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Avondale College of Higher Education - individual program data for ITE programs (special course 22), 2012																			
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2012			
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	Total Commencements 2012	
Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	<5	np	19	10	-	-	<5	5	7	<5	<5	-	28	45	17	
Bachelor of Arts/Bachelor of Teaching	Undergrad	Teacher Education: Secondary																<5	
Bachelor of Science/Bachelor of Teaching	Undergrad	Teacher Education: Secondary																<5	
Bachelor of Education (Secondary) - Major in Personal Dev., Health & PE	Undergrad	Teacher Education: Secondary																<5	
Associate Degree of Classroom Support (Primary)	Undergrad	Teacher Education: Primary																<5	
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary																<5	
Bachelor of Education (Early Childhood)	Undergrad	Teacher Education: Primary																<5	

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

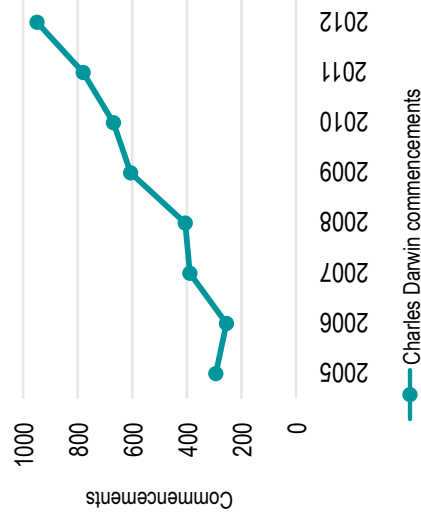
Aggregated data from all ITE programs		5
2012 Number of programs		
2012 Commencements		439
2012 Enrolments		1,150
2012 Completions		204
2012 Commencement breakdowns		
Gender	Females	358
	Males	81
Citizenship	Domestic	434
	Overseas	5
Equity group	Indigenous	13
	NESB	9
	Low SES	167
	Regional & Remote	373

Time series commencements



Central Queensland University - individual program data for ITE programs (special course 22), 2012																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	Total Commencements 2012
B Learning Design	Undergrad	Teacher Education: Vocational Education and Training	-	-	5	-	-	-	-	-	-	-	-	-	-	5	5	9
BLM (Secondary and VET)	Undergrad	Teacher Education	-	np	14	47	7	10	<5	-	-	<5	<5	-	82	87	25	
BLM (Early Childhood Ed)	Undergrad	Teacher Education: Early Childhood	-	17	29	36	21	17	-	-	<5	-	<5	-	116	120	53	
BLM (Primary Education)	Undergrad	Teacher Education: Primary	-	11	38	71	np	27	<5	-	<5	<5	-	-	152	157	63	
GD Learning and Teaching	Postgrad	Teacher Education not elsewhere classified	-	-	70	-	-	-	-	-	-	-	-	-	70	70	51	
BLM (Japanese)	Undergrad	Teacher Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5	

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

[illegible]

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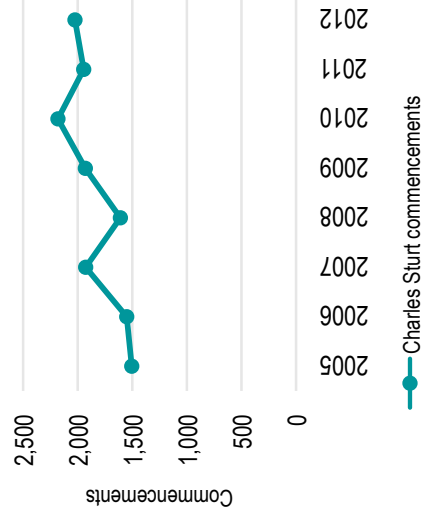
Aggregated data from all ITE programs

2012 Number of programs		24
2012 Commencements		2,025
2012 Enrolments		5,140
2012 Completions		1,008
2012 Commencement breakdowns		
Gender	Females	1,627
	Males	398
Citizenship	Domestic	1,857
	Overseas	168
Equity group	Indigenous	65
	NESB	30
	Low SES	503
	Regional & Remote	991

Charles Sturt University - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Commencements 2012	Total Completions 2012
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		
Bachelor of Arts/Bachelor of Teaching (Secondary)	Undergrad	Teacher Education: Secondary	-	np	-	-	<5	-	-	-	-	-	np	<5	<5		
Bachelor of Arts/Bachelor of Teaching(Secondary)	Undergrad	Teacher Education: Secondary	-	np	13	8	<5	11	-	<5	6	<5	-	22	42		
Bachelor of Social Science(Psychology)/Bachelor of Teaching	Undergrad	Teacher Education: Secondary	-	<5	<5	5	<5	<5	-	<5	<5	-	-	5	13		
Associate Degree in Vocational Education and Training	Undergrad	Teacher Education: Vocational Education and Training	-	np	<5	-	37	-	-	-	-	-	-	52	30		
Bachelor of Teaching (Birth to 5 Years)	Undergrad	Teacher Education: Early Childhood	-	<5	<5	-	<5	-	-	-	-	-	-	8	241		
Bachelor of Education (Secondary Mathematics)	Undergrad	Teacher Education: Secondary	-	<5	9	-	<5	-	-	-	-	-	-	14	-		
Bachelor of Education (Health and PE)	Undergrad	Teacher Education: Secondary	-	np	<5	-	-	-	-	-	-	-	np	<5	<5		
Bachelor of Education (Early Childhood and Primary)	Undergrad	Teacher Education	-	46	33	21	23	83	-	-	11	np	<5	206	118		
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	35	33	24	23	84	-	-	15	np	<5	199	101		

Time series commencements



The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Charles Sturt University - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown
Bachelor of Teaching (Secondary)	Undergrad	Teacher Education: Secondary	-	31	235	<5	-	<5	-	<5	<5	<5	<5	-	263	268	116
Bachelor of Education (Birth to 5 Years)	Undergrad	Teacher Education: Early Childhood	-	np	66	<5	442	-	-	<5	<5	-	-	<5	552	557	31
Bachelor of Early Childhood Studies	Undergrad	Teacher Education: Early Childhood	-	np	11	-	<5	-	-	-	-	-	-	-	12	12	17
Bachelor of Education (Health and Physical Education)	Undergrad	Teacher Education: Secondary	-	<5	<5	<5	<5	14	-	5	<5	<5	<5	-	12	23	9
Bachelor of Teaching (Primary)	Undergrad	Teacher Education: Primary	-	39	190	-	-	-	-	-	-	-	-	-	229	229	57
Bachelor of Vocational Education and Training	Undergrad	Teacher Education: Vocational Education and Training	-	10	8	-	35	-	-	-	-	-	-	-	53	53	28
Bachelor of Education (K-12-Middle Schooling)	Undergrad	Teacher Education not elsewhere classified	-	np	<5	-	-	-	-	-	-	-	np	-	<5	<5	7
Bachelor of Education (K-12 Middle Schooling)	Undergrad	Teacher Education	-	np	13	13	<5	23	-	9	9	8	<5	<5	34	68	-
Bachelor of Education (Technology and Applied Studies)	Undergrad	Teacher Education: Secondary	-	np	16	<5	37	6	-	<5	5	<5	<5	-	60	75	18

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Charles Sturt University - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Commencements 2012	Total Completions 2012
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown	
Bachelor of Primary Education Studies	Undergrad	Teacher Education: Primary	-	-	154	-	-	-	-	<5	<5	<5	-	-	149	154	161
Bachelor of Education (Primary) (Honours)	Undergrad	Teacher Education: Primary	-	<5	-	np	-	-	-	<5	<5	<5	-	-	<5	<5	-
Bachelor of Education (Health and Physical Education) (Honours)	Undergrad	Teacher Education: Secondary	-	-	-	<5	-	<5	-	-	-	-	-	-	<5	<5	-
Graduate Diploma of Education(Vocational Education and Training)	Postgrad	Teacher Education: Vocational Education and Training	-	<5	27	-	<5	-	-	-	-	-	-	-	29	29	20
Bachelor of Science/Bachelor of Teaching (Secondary)	Undergrad	Teacher Education: Secondary	-	-	<5	-	-	<5	-	-	-	<5	-	-	<5	<5	<5
Bachelor of Science/Bachelor of Teaching Secondary	Undergrad	Teacher Education: Secondary	-	<5	<5	<5	<5	<5	<5	<5	<5	<5	-	<5	<5	11	<5
Bachelor of Education (Technology & Applied Studies)	Undergrad	Teacher Education: Secondary															<5
Bachelor Of Education (Primary)	Undergrad	Teacher Education: Primary															<5
Bachelor of Social Science (Psychology)/Bachelor of Teaching (Secondary)	Undergrad	Teacher Education: Secondary															<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

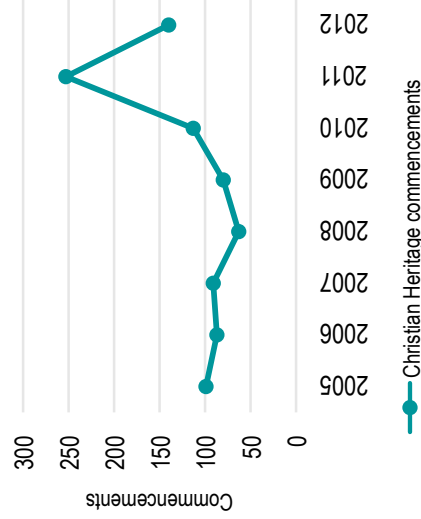
Charles Sturt University - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown
Bachelor of Social Science (Psychology)/Bachelor of Teaching (Primary)	Undergrad	Psychology															<5
Bachelor of Education (K-12-Middle Schooling)	Undergrad	Teacher Education															20
Bachelor of Education (Early Childhood) (Honours)	Undergrad	Teacher Education: Early Childhood															<5
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary															<5
Bachelor of Science/Bachelor of Teaching (Secondary)	Undergrad	Teacher Education: Secondary															<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs	
2012 Number of programs	6
2012 Commencements	140
2012 Enrolments	283
2012 Completions	38
2012 Commencement breakdowns	
Gender	Females
	95
	Males
	45
Citizenship	Domestic
	140
	Overseas
	-
Equity group	Indigenous
	<5
	NESB
	<5
	Low SES
	27
	Regional & Remote
	9

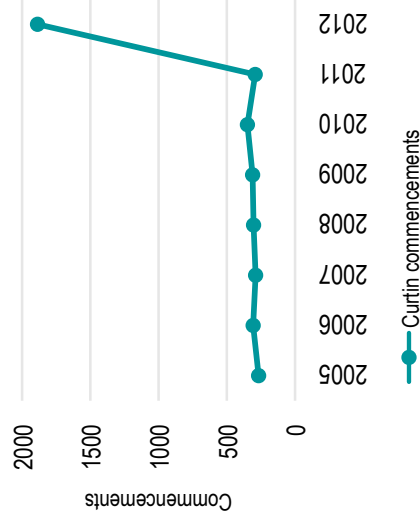
Time series commencements



Christian Heritage College - individual program data for ITE programs (special course 22), 2012																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90		91 to 100	Unknown
Bachelor of Arts/Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	<5	<5	7	-	-	-	-	<5	<5	<5	-	5	9	7
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	np	13	36	11	<5	<5	17	<5	<5	<5	-	43	72	19
Bachelor of Education (Middle Years)	Undergrad	Teacher Education: Primary	-	-	5	<5	<5	-	-	-	-	-	<5	<5	9	11	-
Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	np	<5	20	5	-	-	11	<5	<5	<5	<5	10	27	<5
Graduate Diploma in Education (Primary)	Postgrad	Teacher Education: Primary	-	np	<5	-	-	-	-	-	-	-	-	-	<5	<5	<5
Graduate Diploma in Education (Secondary)	Postgrad	Teacher Education: Secondary	-	np	16	<5	-	-	-	-	-	-	-	-	17	17	7
Bachelor of Arts / Bachelor of Education (Primary/Middle Years)	Undergrad	Teacher Education: Primary	-	-	-	<5	-	-	-	-	-	-	-	-	-	-	<5

Aggregated data from all ITE programs	
2012 Number of programs	5
2012 Commencements	1,887
2012 Enrolments	2,628
2012 Completions	196
2012 Commencement breakdowns	
Gender	Females
	1,728
	Males
	159
Citizenship	Domestic
	1,880
	Overseas
	7
Equity group	Indigenous
	23
	NESB
	6
	Low SES
	468
	Regional & Remote
	485

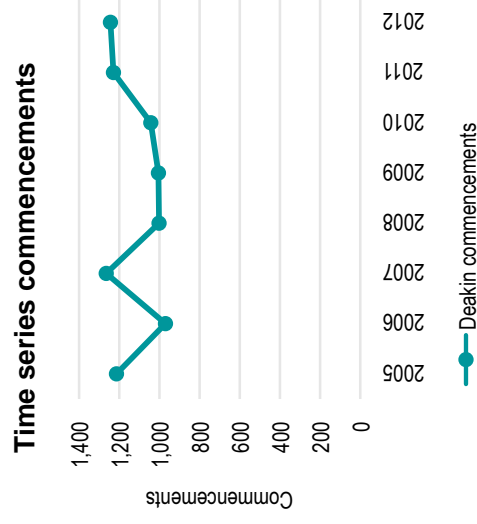
Time series commencements



Curtin University - individual program data for ITE programs (special course 22), 2012																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2012			
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90		91 to 100	Unknown	
Bachelor of Education (Primary Education)	Undergrad	Teacher Education: Primary	-	19	28	63	10	16	-	-	-	<5	25	7	<5	99	136	83
Bachelor of Education (Secondary Education)	Undergrad	Teacher Education: Secondary	-	<5	16	22	<5	<5	-	-	<5	<5	6	<5	<5	27	44	18
Bachelor of Education (Early Childhood Education)	Undergrad	Teacher Education: Early Childhood	-	24	27	27	12	6	-	-	<5	9	<5	<5	<5	79	96	67
Bachelor of Education (Early Childhood Education) (OpenUnis CSP)	Undergrad	Teacher Education: Early Childhood	-	50	291	6	28	-	-	-	-	-	-	-	-	375	375	-
Bachelor of Education (Primary Education) (OpenUnis CSP)	Undergrad	Teacher Education: Primary	-	181	992	28	35	-	-	-	-	-	-	-	-	1,236	1,236	28
									Total Commencements 2012									

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs		
2012 Number of programs		12
2012 Commencements		1,244
2012 Enrolments		3,612
2012 Completions		854
2012 Commencement breakdowns		
Gender	Females	963
	Males	281
Citizenship	Domestic	1,219
	Overseas	25
Equity group	Indigenous	22
	NESB	28
	Low SES	148
	Regional & Remote	302

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The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Deakin University - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Commencements 2012	Total Completions 2012
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		
MASTER OF TEACHING - EARLY CHILDHOOD EDUCATION	Postgrad	Teacher Education not elsewhere classified	-	<5	38	-	np	-	-	-	-	-	-	-	39	39	-
MASTER OF TEACHING - PRIMARY	Postgrad	Teacher Education not elsewhere classified	-	<5	141	-	np	-	-	-	-	-	-	-	142	142	-
MASTER OF TEACHING - SECONDARY	Postgrad	Teacher Education not elsewhere classified	-	-	97	-	-	-	-	-	-	-	-	-	97	97	-
BACHELOR OF TEACHING (SECONDARY)/BACHELOR OF ARTS	Undergrad	Teacher Education: Secondary															<5
BACHELOR OF TEACHING (SECONDARY)/BACHELOR OF ARTS	Undergrad	Teacher Education: Secondary															62
BACHELOR OF TEACHING (SCIENCE)/BACHELOR OF SCIENCE	Undergrad	Teacher Education: Secondary															18
BACHELOR OF EDUCATION (PRIMARY)	Undergrad	Teacher Education: Primary															9
BACHELOR OF TEACHING (PRIMARY AND SECONDARY)	Undergrad	Teacher Education															14

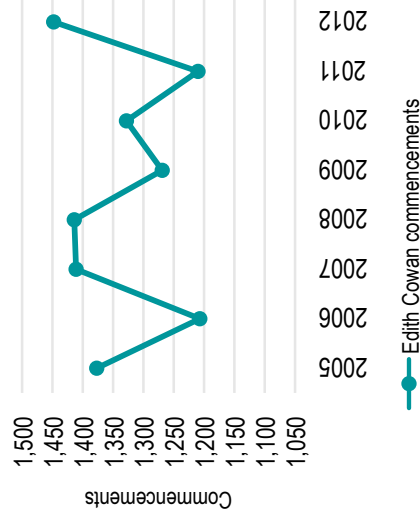
The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Deakin University - individual program data for ITE programs (special course 22), 2012																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	Total Commencements 2012
BACHELOR OF PHYSICAL EDUCATION	Undergrad	Teacher Education: Secondary																<5
BACHELOR OF TEACHING (PRIMARY AND SECONDARY)	Undergrad	Teacher Education																<5
GRADUATE DIPLOMA OF TEACHING	Postgrad	Teacher Education not elsewhere classified																62

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs		9
2012 Number of programs		
2012 Commencements		1,448
2012 Enrolments		3,458
2012 Completions		710
2012 Commencement breakdowns		
Gender	Females	1,117
	Males	331
Citizenship	Domestic	1,415
	Overseas	33
Equity group	Indigenous	20
	NESB	30
	Low SES	193
	Regional & Remote	183

Time series commencements



Edith Cowan University - individual program data for ITE programs (special course 22), 2012																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90		91 to 100	Unknown
Bachelor of Education (Early Childhood Studies)	Undergrad	Teacher Education: Early Childhood	-	np	<5	-	-	-	-	-	-	-	<5	np	-	<5	38
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	np	<5	-	-	-	-	-	-	-	<5	np	-	<5	127
Bachelor of Education (Primary to Middle Years)	Undergrad	Teacher Education not elsewhere classified	-	<5	<5	13	<5	<5	-	-	<5	7	7	<5	<5	22	14
Bachelor of Arts (Education)/Bachelor of Creative Arts	Undergrad	Teacher Education: Secondary	-	np	<5	-	-	-	-	-	-	<5	-	np	-	<5	39
Graduate Diploma of Education (Early Childhood Studies)	Postgrad	Teacher Education: Early Childhood	-	-	97	-	-	-	-	-	5	<5	5	<5	81	97	68
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary	-	-	179	-	-	-	-	-	6	16	24	12	7	114	96
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	114	92	175	82	29	-	-	<5	148	165	60	np	64	492
Bachelor of Education (Early Childhood Studies)	Undergrad	Teacher Education: Early Childhood	-	94	52	58	83	13	-	-	np	60	109	21	<5	68	300
Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	70	61	170	29	25	-	-	<5	89	118	60	np	38	355

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Edith Cowan University - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2012	Total Commencements 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown
Graduate Diploma of Education (Primary)	Postgrad	Teacher Education: Primary															<5	
Bachelor of Education	Undergrad	Teacher Education															10	
Bachelor of Arts (Training and Development)	Undergrad	Teacher Education: Vocational Education and Training															<5	
Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary															<5	
Bachelor of Education (Kindergarten through Primary)	Undergrad	Teacher Education: Primary															<5	
Bachelor of Arts (Education)/Bachelor of Communications	Undergrad	Teacher Education not elsewhere classified															<5	
Bachelor of Arts (Education)/Bachelor of Science	Undergrad	Teacher Education: Secondary															56	
Bachelor of Arts (Education)/Bachelor of Arts	Undergrad	Teacher Education: Secondary															17	
Bachelor of Arts (Education)/Bachelor of Arts (Creative Arts)	Undergrad	Teacher Education: Secondary															13	

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Edith Cowan University - individual program data for ITE programs (special course 22), 2012

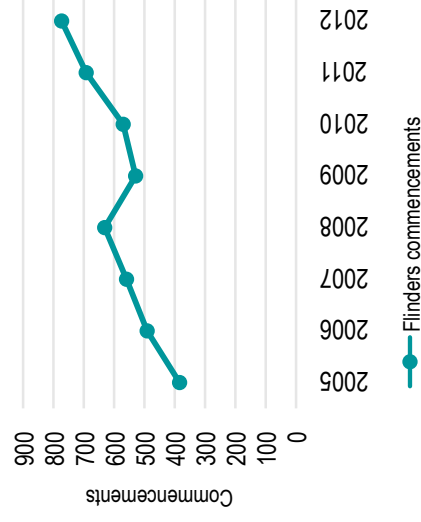
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown
Bachelor of Education (Kindergarten through Primary)	Undergrad	Teacher Education: Primary															166
Bachelor of Arts (Education)/Bachelor of Social Science	Undergrad	Teacher Education: Secondary															8
Bachelor of Education (Early Childhood Studies)	Undergrad	Teacher Education: Early Childhood															<5
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary															<5
Bachelor of Arts (Education)/Bachelor of Design	Undergrad	Teacher Education: Secondary															<5
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary															39
Bachelor of Arts (Education)/Bachelor of Arts (Creative Arts)	Undergrad	Teacher Education: Secondary															<5
Bachelor of Education (Primary to Middle Years)	Undergrad	Teacher Education: Primary															<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs

2012 Number of programs	14	
2012 Commencements	773	
2012 Enrolments	2,079	
2012 Completions	338	
2012 Commencement breakdowns		
Gender	Females	566
	Males	207
Citizenship	Domestic	721
	Overseas	52
Equity group	Indigenous	10
	NESB	19
	Low SES	138
	Regional & Remote	174

Time series commencements



The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Flinders University - individual program data for ITE programs (special course 22). 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Commencements 2012	Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown
Bachelor of Education (Early Childhood), Bachelor of Arts	Undergrad	Teacher Education: Early Childhood	-	<5	np	51	9	9	-	-	10	11	5	<5	np	54	81	36
B Education (Early Childhood & Special Ed), B Disability Studies	Undergrad	Teacher Education not elsewhere classified	-	<5	5	12	<5	<5	-	-	<5	<5	<5	<5	<5	20	25	-
B Education (Middle & Secondary Schooling), B Arts	Undergrad	Teacher Education: Secondary	-	<5	15	119	np	25	-	-	7	26	15	21	<5	95	169	91
B Education (Middle & Secondary Schooling), B Health Sciences	Undergrad	Teacher Education: Secondary	-	<5	8	45	<5	23	-	-	<5	9	10	10	-	48	80	30
B Education (Middle & Secondary Schooling), B Science	Undergrad	Teacher Education: Secondary	-	-	<5	31	<5	6	-	-	<5	<5	<5	<5	<5	29	42	16
B Education (Middle & Secondary/ Special Ed), B Disability Studies	Undergrad	Teacher Education not elsewhere classified	-	-	<5	5	<5	-	-	-	-	<5	-	-	np	7	8	-
Bachelor of Education (Primary R-7), Bachelor of Arts	Undergrad	Teacher Education: Primary	-	8	25	115	14	38	-	-	<5	19	26	18	<5	130	200	80
B Education (Primary R-7 & Special Ed), B Disability Studies	Undergrad	Teacher Education not elsewhere classified	-	-	7	30	5	10	-	-	-	<5	5	8	<5	33	52	-

Flinders University - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90		91 to 100
Bachelor of Education (Special Education)	Undergrad	Teacher Education: Special Education	-	5	6	-	19	-	-	-	-	-	-	-	30	30
Master of Teaching (Early Childhood)	Postgrad	Teacher Education: Early Childhood	-	-	23	-	-	-	-	-	-	-	-	-	23	15
Master of Teaching (Primary R-7)	Postgrad	Teacher Education: Primary	-	-	29	-	-	-	-	-	-	-	-	-	29	22
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	-	13	-	-	-	-	-	-	-	-	-	13	13
Master of Teaching (Special Education) (Primary R-7)	Postgrad	Teacher Education: Special Education	-	-	19	-	-	-	-	-	-	-	-	-	19	7
Master of Teaching (Special Education) (Secondary)	Postgrad	Teacher Education: Special Education	-	-	<5	-	np	-	-	-	-	-	-	-	<5	<5
Bachelor of Education (Junior Primary/Primary), Bachelor of Arts	Undergrad	Teacher Education: Primary	-	-	-	-	-	-	-	-	-	-	-	-	-	<5
Bachelor of Education (Junior Primary/Primary), Bachelor of Science	Undergrad	Teacher Education: Primary	-	-	-	-	-	-	-	-	-	-	-	-	-	<5
Bachelor of Education (Junior Primary/Primary) (Graduate Entry)	Undergrad	Teacher Education: Primary	-	-	-	-	-	-	-	-	-	-	-	-	-	<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Flinders University - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission							ATAR							Total Completions 2012
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown	
Bachelor of Education (Secondary), Bachelor of Arts	Undergrad	Teacher Education: Secondary															<5
Bachelor of Education (Secondary), Bachelor of Health Sciences	Undergrad	Teacher Education: Secondary															<5
Bachelor of Education (Special Education)	Undergrad	Teacher Education: Special Education															11
Master of Teaching (Special Education)	Postgrad	Teacher Education: Special Education															<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

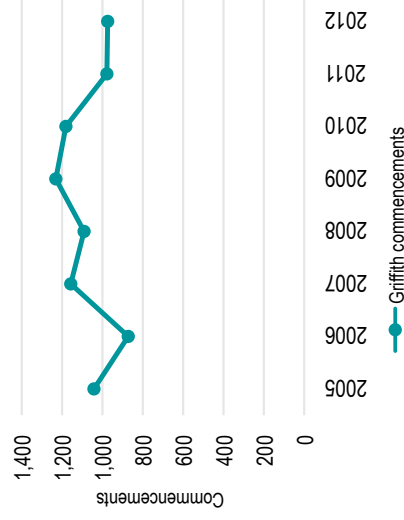
Aggregated data from all ITE programs

2012 Number of programs	11
2012 Commencements	974
2012 Enrolments	2,667
2012 Completions	802

2012 Commencement breakdowns

Gender	Females	654
	Males	320
Citizenship	Domestic	925
	Overseas	49
Equity group	Indigenous	18
	NESB	24
	Low SES	157
	Regional & Remote	88

Time series commencements



Griffith University - individual program data for ITE programs (special course 22), 2012

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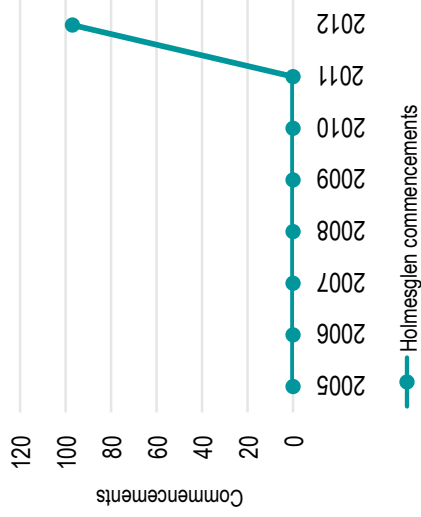
The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Griffith University - individual program data for ITE programs (special course 22), 2012																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90		91 to 100	Unknown
Graduate Diploma of Education - Primary	Postgrad	Teacher Education: Primary	-	-	54	-	-	-	-	-	-	-	-	-	-	54	56
Graduate Diploma of Education - Secondary	Postgrad	Teacher Education: Secondary	-	5	125	-	-	-	-	-	-	-	-	-	-	130	112
Graduate Diploma of Education - Secondary (Pre-Service)	Postgrad	Teacher Education: Secondary	-	10	83	-	-	-	-	-	-	-	-	-	-	93	88
Bachelor of Technology Education	Undergrad	Teacher Education: Vocational Education and Training															<5
Bachelor of Education - Graduate Entry (Secondary)	Undergrad	Teacher Education: Secondary															<5
Bachelor of Science/Bachelor of Education - Secondary	Undergrad	Teacher Education: Secondary															<5
Master of Teaching (Professional Practice) - Primary	Postgrad	Teacher Education: Primary															<5
Master of Teaching (Professional Practice) - Primary	Postgrad	Teacher Education: Primary															<5
Master of Teaching (Professional Practice) - Secondary	Postgrad	Teacher Education: Secondary															<5

Aggregated data from all ITE programs			
2012 Number of programs			1
2012 Commencements			97
2012 Enrolments			132
2012 Completions			-
Gender	Females		np
	Males		<5
Citizenship	Domestic		90
	Overseas		7
Equity group	Indigenous		-
	NESB		-
	Low SES		11
	Regional & Remote		<5

Holmesgleng Institute of TAFE - individual program data for ITE programs (special course 22), 2012																			
Course Name	Course Level	Detailed Field of Education	Basis of Admission							ATAR							Total Completions 2012		
			Not stated	Other basis	<5	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	Total Commencements 2012
Bachelor of Early Childhood Education	Undergrad	Teacher Education: Early Childhood	-	<5	<5		33	56	-	-	-	-	-	-	-	-	97	97	-

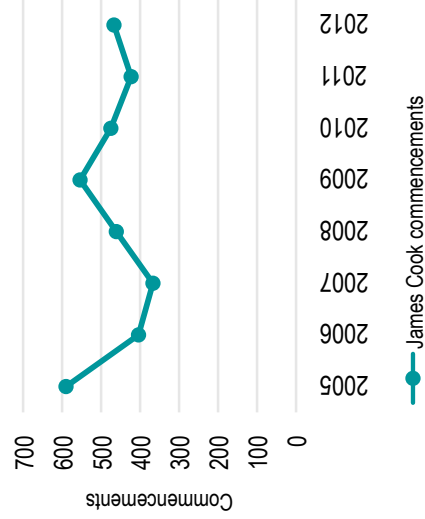
Time series commencements



The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs		
2012 Number of programs	6	
2012 Commencements	467	
2012 Enrolments	1,370	
2012 Completions	157	
2012 Commencement breakdowns		
Gender	Females	385
	Males	82
Citizenship	Domestic	np
	Overseas	<5
Equity group	Indigenous	35
	NESB	<5
	Low SES	146
	Regional & Remote	434

Time series commencements

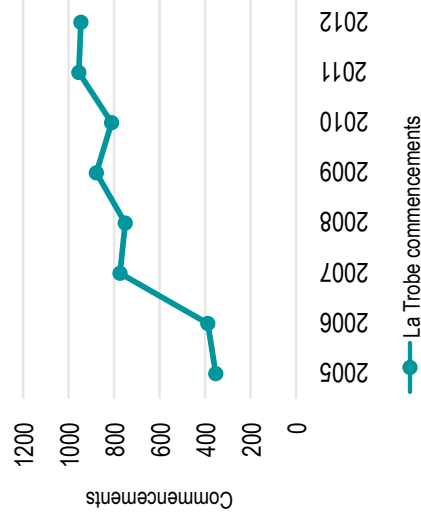


James Cook University - individual program data for ITE programs (special course 22), 2012																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Commencements 2012	Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown
Bachelor of Education	Undergrad	Teacher Education	-	66	111	182	58	5	6	np	<5	53	38	30	10	296	428	124
Bachelor of Education	Undergrad	Teacher Education	-	-	13	-	-	-	-	-	-	-	-	-	-	13	13	<5
Bachelor of Education-Bachelor of Arts	Undergrad	Teacher Education	-	np	<5	7	-	-	-	-	-	-	-	<5	<5	7	10	<5
Bachelor of Education-Bachelor of Languages	Undergrad	Teacher Education	-	-	<5	<5	-	-	-	np	-	-	<5	-	-	<5	<5	-
Bachelor of Education-Bachelor of Science	Undergrad	Teacher Education	-	np	-	<5	-	-	-	-	-	-	-	-	<5	-	<5	-
Bachelor of Sport and Exercise Science-Bachelor of Education	Undergrad	Human Movement	-	-	-	10	-	-	-	-	-	-	<5	<5	<5	<5	10	-
Bachelor of Education	Undergrad	Teacher Education																5
Bachelor of Education with Honours	Undergrad	Teacher Education																6
Bachelor of Education with Honours	Undergrad	Teacher Education																<5
Bachelor of Educational Services	Undergrad	Teacher Education not elsewhere classified																14
Bachelor of Education (Graduate) (Secondary)	Undergrad	Teacher Education: Secondary																<5
Bachelor of Education with Honours	Undergrad	Teacher Education																<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs		
2012 Number of programs	12	
2012 Commencements	946	
2012 Enrolments	2,102	
2012 Completions	705	
2012 Commencement breakdowns		
Gender	Females	678
	Males	268
Citizenship	Domestic	930
	Overseas	16
Equity group	Indigenous	6
	NESB	11
	Low SES	176
	Regional & Remote	478

Time series commencements



La Trobe University - individual program data for ITE programs (special course 22), 2012																			
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2012				
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90		91 to 100	Unknown	Total Commencements 2012	
Bachelor of Early Childhood Education	Undergrad	Teacher Education: Early Childhood	-	-	11	30	6	-	-	<5	10	<5	<5	<5	<5	-	29	47	-
Bachelor of Outreach and Community Education	Undergrad	Teacher Education	-	np	12	14	<5	-	-	<5	<5	-	<5	<5	<5	-	26	30	-
Bachelor of Physical and Health Education	Undergrad	Teacher Education not elsewhere classified	-	-	11	18	8	-	-	-	-	<5	<5	<5	<5	<5	30	37	34
Bachelor of Physical and Outdoor Education	Undergrad	Teacher Education not elsewhere classified	-	np	6	23	<5	-	-	<5	<5	<5	<5	-	-	-	24	33	40
Bachelor of Teaching (Primary)	Undergrad	Teacher Education	-	-	52	47	34	-	-	-	-	<5	10	<5	<5	-	118	133	-
Bachelor of Teaching (Secondary)	Undergrad	Teacher Education	-	-	30	29	9	-	-	np	-	11	5	<5	<5	-	51	68	-
Graduate Diploma in Technology Education	Postgrad	Teacher Education not elsewhere classified	-	<5	21	-	np	-	-	-	-	-	-	-	-	-	22	22	21
Graduate Diploma in Education (Middle Years)	Postgrad	Teacher Education not elsewhere classified	-	-	108	-	-	-	-	-	-	-	-	-	-	-	108	108	98
Master of Teaching (P-12)	Postgrad	Teacher Education	-	-	42	-	-	-	-	-	-	-	-	-	-	-	42	42	39
Bachelor of Education	Undergrad	Teacher Education	-	<5	40	134	np	-	-	8	17	22	9	<5	<5	<5	135	195	12

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

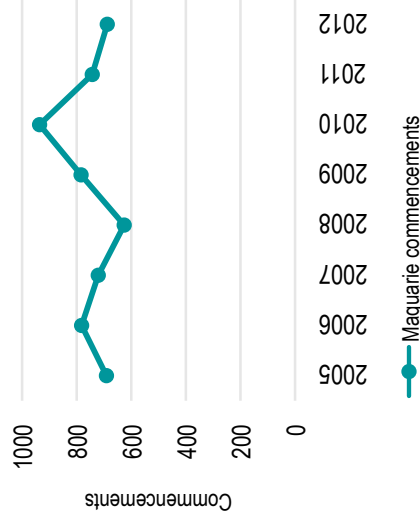
La Trobe University - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	Total Commencements 2012
Bachelor of Education	Undergrad	Teacher Education	-	<5	10	19	<5	-	-	<5	5	<5	-	<5	-	23	35	28
Graduate Diploma in Education (Primary)	Postgrad	Teacher Education: Primary	-	196	-	-	-	-	-	-	-	-	-	-	-	196	196	183
Graduate Diploma in Technology Education	Postgrad	Teacher Education not elsewhere classified																<5
Graduate Diploma in Education (Primary)	Postgrad	Teacher Education: Primary																100
Master of Education (Applied Learning)	Postgrad	Teacher Education																<5
Master of Teaching (Mathematics Education)	Postgrad	Teacher Education																<5
Master of Teaching (Secondary)	Postgrad	Teacher Education																<5
Bachelor of Education	Undergrad	Teacher Education																122
Graduate Certificate in Outdoor & Environmental Education	Postgrad	Teacher Education not elsewhere classified																7
Graduate Diploma in Technology Education	Postgrad	Teacher Education not elsewhere classified																12

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs	
2012 Number of programs	36
2012 Commencements	688
2012 Enrolments	2,639
2012 Completions	456
2012 Commencement breakdowns	
Gender	Females
	574
	Males
	114
Citizenship	Domestic
	679
	Overseas
	9
Equity group	Indigenous
	16
	NESB
	20
	Low SES
	66
	Regional & Remote
	39

Time series commencements



Macquarie University - individual program data for ITE programs (special course 22), 2012																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Commencements 2012	Total Completions 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90			91 to 100	Unknown
Bachelor of Arts with the Diploma of Education in the Faculty of Arts	Undergrad	Teacher Education: Secondary	-	-	-	<5	np	-	-	-	-	-	-	-	<5	-	<5	-
Bachelor of Arts with the Diploma of Education in the Faculty of Arts	Undergrad	Curriculum and Education Studies	-	<5	-	-	np	-	-	-	-	-	-	-	<5	-	<5	10
Bachelor of Arts with the Diploma of Education in the Faculty of Arts	Undergrad	Studies in Human Society	-	<5	6	28	<5	<5	-	-	-	-	8	10	6	18	42	41
Bachelor of Arts with the Diploma of Education in the Faculty of Arts	Undergrad	Anthropology	-	-	-	<5	np	-	-	-	-	-	-	-	<5	-	<5	-
Bachelor of Arts with the Diploma of Education in the Faculty of Arts	Undergrad	History	-	8	6	13	<5	<5	-	-	-	<5	<5	5	<5	23	33	<5
Bachelor of Arts with the Diploma of Education in the Faculty of Arts	Undergrad	Indigenous Studies	-	<5	-	-	np	-	-	-	-	-	-	-	-	<5	<5	-
Bachelor of Arts with the Diploma of Education in the Faculty of Arts	Undergrad	Language and Literature	-	-	<5	<5	-	-	-	-	-	<5	<5	-	-	<5	<5	6
Bachelor of Arts with the Diploma of Education in the Faculty of Arts	Undergrad	English Language	-	<5	<5	10	<5	<5	-	<5	-	-	5	<5	<5	7	16	<5
Bachelor of Arts with the Diploma of Education in the Faculty of Arts	Undergrad	Southern European Languages	-	-	-	<5	np	-	-	-	-	<5	<5	<5	<5	<5	<5	-
Bachelor of Arts with the Diploma of Education in the Faculty of Arts	Undergrad	Eastern Asian Languages	-	-	<5	-	-	-	<5	-	-	-	-	-	-	<5	<5	<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Macquarie University - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Commencements 2012	Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown
Bachelor of Arts with the Diploma of Education in the Faculty of Arts	Undergrad	Music	-	<5	-	-	<5	-	-	-	-	-	-	-	-	<5	<5	-
Bachelor of Arts with the Diploma of Education in the Faculty of Human S	Undergrad	Teacher Education: Early Childhood	-	-	-	<5	np	-	-	-	-	-	-	-	-	<5	<5	-
Bachelor of Arts with the Diploma of Education in the Faculty of Human S	Undergrad	Curriculum and Education Studies	-	-	-	<5	np	-	-	-	<5	-	-	-	-	-	<5	62
Bachelor of Arts with the Diploma of Education in the Faculty of Human S	Undergrad	Behavioural Science	-	-	<5	<5	<5	<5	-	-	-	-	-	-	-	<5	<5	58
Bachelor of Arts with the Diploma of Education in the Faculty of Human S	Undergrad	Psychology	-	<5	-	-	np	-	-	-	-	-	-	-	-	<5	<5	-
Bachelor of Arts with the Diploma of Education in the Faculty of Human S	Undergrad	Language and Literature	-	<5	-	<5	-	-	-	-	<5	-	-	-	-	<5	<5	<5
Bachelor of Science with the Diploma of Education in the Faculty of Scie	Undergrad	Mathematics	-	-	<5	<5	-	-	-	-	-	<5	-	-	-	<5	<5	-
Bachelor of Science with the Diploma of Education in the Faculty of Scie	Undergrad	Physics	-	-	<5	<5	-	-	-	-	-	-	-	-	-	<5	<5	-
Bachelor of Science with the Diploma of Education in the Faculty of Scie	Undergrad	Chemical Sciences	-	-	-	<5	np	-	-	-	-	-	-	-	-	<5	<5	-
Bachelor of Science with the Diploma of Education in the Faculty of Scie	Undergrad	Geology	-	-	-	<5	np	-	-	-	-	<5	-	-	-	<5	<5	<5
Bachelor of Science with the Diploma of Education in the Faculty of Scie	Undergrad	Earth Sciences not elsewhere classified	-	-	-	-	np	<5	-	-	-	-	-	-	-	<5	<5	-

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Macquarie University - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown
Bachelor of Science with the Diploma of Education in the Faculty of Scie	Undergrad	Biological Sciences	-	<5	<5	13	<5	<5	-	-	-	<5	7	<5	12	25	7
Bachelor of Arts with Diploma of Education in Faculty of Business & Econ	Undergrad	Curriculum and Education Studies	-	-	-	<5	np	-	-	-	<5	-	-	-	-	<5	-
Bachelor of Arts with Diploma of Education in Faculty of Business & Econ	Undergrad	Marketing	-	-	-	<5	np	-	-	-	<5	-	-	-	-	<5	-
Bachelor of Arts with Diploma of Education in Faculty of Business & Econ	Undergrad	Economics and Econometrics	-	<5	-	<5	-	-	-	-	<5	-	-	-	<5	<5	-
Bachelor of Arts with Diploma of Education in Faculty of Business & Econ	Undergrad	Economics	-	<5	-	<5	-	-	-	-	<5	-	-	-	<5	<5	-
Bachelor of Arts with the Diploma of Education in the Faculty of Science	Undergrad	Mathematics	-	<5	<5	<5	<5	<5	-	-	-	-	<5	-	<5	5	-
Bachelor of Arts with the Diploma of Education in the Faculty of Science	Undergrad	Earth Sciences not elsewhere classified	-	<5	-	<5	-	<5	<5	<5	<5	-	-	<5	<5	6	<5
Bachelor of Arts with the Diploma of Education in the Faculty of Science	Undergrad	Biological Sciences	-	-	-	<5	-	<5	-	-	<5	<5	-	-	<5	6	<5
Bachelor of Teaching (Birth to Five Years)	Undergrad	Teacher Education: Early Childhood	-	24	10	7	22	-	-	-	<5	<5	-	-	61	63	9
Bachelor of Science with the Diploma of Education in Faculty of Human Sc	Undergrad	Behavioural Science	-	-	<5	-	np	-	-	-	-	-	-	-	<5	<5	<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Macquarie University - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown
Graduate Diploma of Education	Postgrad	Teacher Education	-	<5	67	12	np	-	-	-	-	-	-	-	-	80	61
Bachelor of Arts-Psychology with the Diploma of Education	Undergrad	Psychology	-	<5	11	42	<5	5	-	-	-	18	13	31	62	<5	
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	-	21	<5	np	-	-	-	-	-	-	-	25	18	
Bachelor of Education (Early Childhood Education) (Birth to 12)	Undergrad	Teacher Education: Early Childhood	-	117	31	57	49	24	-	-	-	15	13	7	243	98	
Bachelor of Teaching (Early Childhood Services)	Undergrad	Teacher Education: Early Childhood	-	<5	<5	-	-	-	-	-	-	-	-	-	<5	7	
Bachelor of Arts-Psychology with the Diploma of Education	Undergrad	Psychology														22	
Bachelor of Arts with the Diploma of Education in the Faculty of Arts	Undergrad	Teacher Education														<5	
Bachelor of Arts with the Diploma of Education in the Faculty of Human S	Undergrad	Teacher Education														<5	
Bachelor of Arts with the Diploma of Education in the Faculty of Human S	Undergrad	Teacher Education: Secondary														<5	
Bachelor of Science with the Diploma of Education in the Faculty of Scie	Undergrad	Curriculum and Education Studies														<5	

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

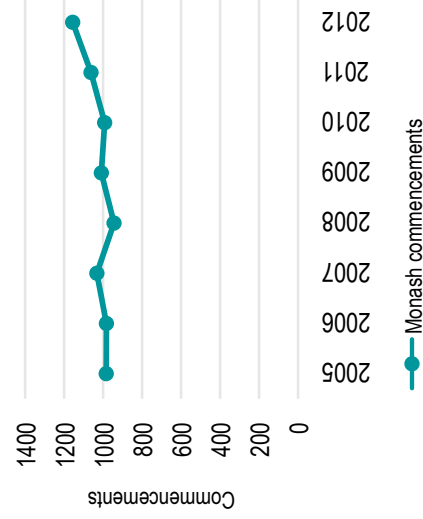
Macquarie University - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2012	Total Commencements 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown	
Bachelor of Science with the Diploma of Education in Faculty of Human Sc	Undergrad	Curriculum and Education Studies																<5	
Bachelor of Teaching (Birth to Five Years)	Undergrad	Teacher Education: Early Childhood																<5	
Graduate Diploma in Early Childhood	Postgrad	Teacher Education: Early Childhood																15	
Graduate Diploma in Early Childhood	Postgrad	Teacher Education: Early Childhood																9	
Graduate Diploma in Education	Postgrad	Teacher Education																<5	
Graduate Diploma in Education	Postgrad	Teacher Education: Secondary																<5	
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary																7	
Bachelor of Teaching (Birth to School Age)	Undergrad	Teacher Education: Early Childhood																<5	

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs		
2012 Number of programs		20
2012 Commencements		1,156
2012 Enrolments		2,372
2012 Completions		906
2012 Commencement breakdowns		
Gender	Females	845
	Males	311
Citizenship	Domestic	1,087
	Overseas	69
Equity group	Indigenous	6
	NESB	81
	Low SES	164
	Regional & Remote	217

Time series commencements



Monash University - individual program data for ITE programs (special course 22), 2012																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2012			
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90		91 to 100	Unknown	Total Commencements 2012
Graduate Diploma of Education (Primary)	Postgrad	Teacher Education: Primary	-	-	<5	-	np	-	-	-	-	-	-	-	-	-	<5	<5
Graduate Diploma of Education (Primary)	Postgrad	Teacher Education: Primary	-	-	184	-	-	-	-	-	-	-	-	-	-	-	184	213
Bachelor of Primary Education	Undergrad	Teacher Education: Primary	-	-	25	59	56	-	-	12	40	33	37	13	-	5	140	101
Bachelor of Early Childhood Education	Undergrad	Teacher Education: Early Childhood	-	<5	10	18	np	-	-	<5	<5	8	12	8	-	7	43	32
Bachelor of Arts and Bachelor of Education	Undergrad	Teacher Education: Primary	-	-	<5	13	<5	-	-	-	-	<5	<5	9	<5	<5	18	13
Bachelor of Science and Bachelor of Education	Undergrad	Teacher Education: Secondary	-	np	8	40	<5	-	-	-	-	<5	17	22	6	<5	49	10
Bachelor of Arts and Bachelor of Education	Undergrad	Teacher Education: Secondary	-	<5	14	43	<5	-	-	-	<5	<5	<5	34	18	<5	62	46
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary	-	np	<5	-	-	-	-	-	-	-	-	-	-	<5	<5	<5
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary	-	np	<5	-	-	-	-	-	-	-	-	-	-	<5	<5	<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Monash University - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission							ATAR							Total Completions 2012
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown	Total Commencements 2012
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary	-	<5	388	-	np	-	-	-	-	-	-	-	-	389	389
Bachelor of Commerce and Bachelor of Education	Undergrad	Teacher Education: Secondary	-	-	<5	<5	-	-	-	-	-	-	<5	<5	<5	-	5
Bachelor of Sport and Outdoor Recreation and Bachelor of Education	Undergrad	Teacher Education: Primary	-	-	<5	6	np	-	-	<5	<5	<5	<5	<5	<5	<5	16
Bachelor of Science and Bachelor of Education	Undergrad	Teacher Education: Primary	-	-	<5	<5	<5	-	-	-	-	<5	<5	<5	<5	<5	<5
Bachelor of Visual Arts and Bachelor of Education	Undergrad	Teacher Education: Primary	-	-	<5	<5	-	-	-	-	-	-	-	<5	-	-	<5
Bachelor of Sport and Outdoor Recreation and Bachelor of Education	Undergrad	Teacher Education: Secondary	-	-	10	25	14	-	-	-	8	10	12	13	<5	<5	49
Bachelor of Visual Arts and Bachelor of Education	Undergrad	Teacher Education: Secondary	-	-	<5	<5	-	-	-	-	-	-	<5	<5	<5	-	7
Bachelor of Education (P-10)	Undergrad	Teacher Education not elsewhere classified	-	-	33	48	16	-	-	np	10	20	35	19	<5	6	97
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	-	43	-	-	-	-	-	-	-	-	-	-	43	<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Monash University - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown
Master of Teaching (Early Childhood)	Postgrad	Teacher Education: Early Childhood	-	-	33	-	-	-	-	-	-	-	-	-	33	33	<5
Bachelor of Arts and Social Sciences and Bachelor of Education	Undergrad	Teacher Education: Primary	-	-	-	7	-	-	-	<5	<5	<5	<5	-	-	7	-
Bachelor of Primary Education	Undergrad	Teacher Education: Primary															<5
Bachelor of Early Childhood Education	Undergrad	Teacher Education: Early Childhood															<5
Bachelor of Arts and Bachelor of Education	Undergrad	Teacher Education: Primary															5
Bachelor of Science and Bachelor of Education	Undergrad	Teacher Education: Secondary															5
Bachelor of Science and Bachelor of Education	Undergrad	Teacher Education: Secondary															5
Bachelor of Arts and Bachelor of Education	Undergrad	Teacher Education: Secondary															<5
Bachelor of Arts and Bachelor of Education	Undergrad	Teacher Education: Secondary															7

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Monash University - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	Total Commencements 2012
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary															8	
Bachelor of Commerce and Bachelor of Education	Undergrad	Teacher Education: Secondary															<5	
Bachelor of Sport and Outdoor Recreation and Bachelor of Education	Undergrad	Teacher Education: Primary															<5	
Graduate Diploma of Education (Early Childhood)	Postgrad	Teacher Education: Early Childhood															<5	
Bachelor of Science and Bachelor of Education	Undergrad	Teacher Education: Primary															<5	
Bachelor of Visual Arts and Bachelor of Education	Undergrad	Teacher Education: Primary															<5	
Bachelor of Visual Arts and Bachelor of Education	Undergrad	Teacher Education: Primary															<5	
Bachelor of Sport and Outdoor Recreation and Bachelor of Education	Undergrad	Teacher Education: Secondary															7	
Bachelor of Sport and Outdoor Recreation and Bachelor of Education	Undergrad	Teacher Education: Secondary															26	

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Monash University - individual program data for ITE programs (special course 22), 2012

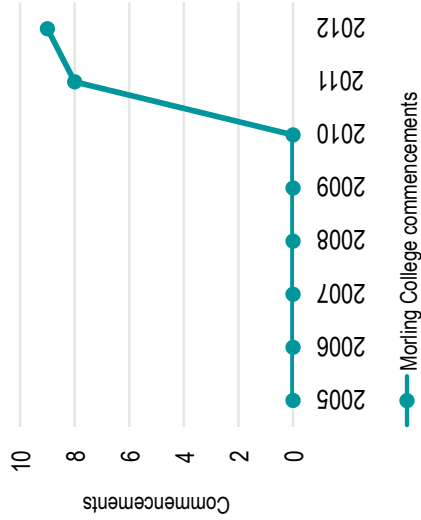
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90		91 to 100	Unknown
Bachelor of Sport and Outdoor Recreation and Bachelor of Education (Seco)	Undergrad	Teacher Education: Secondary															<5
Bachelor of Visual Arts and Bachelor of Education	Undergrad	Teacher Education: Secondary															<5
Bachelor of Visual Arts and Bachelor of Education	Undergrad	Teacher Education: Secondary															5
Graduate Diploma of Teaching (Secondary)	Postgrad	Teacher Education: Secondary															24
Graduate Diploma of Teaching (Early Childhood)	Postgrad	Teacher Education: Secondary															15

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs		
2012 Number of programs		1
2012 Commencements		9
2012 Enrolments		15
2012 Completions		5
2012 Commencement breakdowns		
Gender	Females	np
	Males	<5
Citizenship	Domestic	9
	Overseas	-
Equity group	Indigenous	-
	NESB	-
	Low SES	<5
	Regional & Remote	<5

Morling College - individual program data for ITE programs (special course 22), 2012																
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90		91 to 100
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education	-	-	8	-	np	-	<5	-	-	-	-	-	-	9
			-	-	-	-	-	-	-	-	-	-	-	-	-	-
			Total Completions 2012						Total Commencements 2012							
			5						9							

Time series commencements



The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

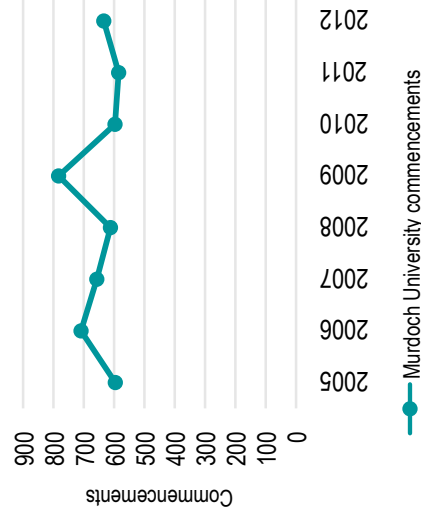
Aggregated data from all ITE programs

2012 Number of programs	15
2012 Commencements	634
2012 Enrollments	1,918
2012 Completions	314

2012 Commencement breakdowns

Gender	Females	497
	Males	137
Citizenship	Domestic	617
	Overseas	17
Equity group	Indigenous	13
	NESB	10
	Low SES	153
	Regional & Remote	78

Time series commencements



The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Murdoch University - individual program data for ITE programs (special course 22). 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Commencements 2012				
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown			
BACHELOR OF EDUCATION - PRIMARY	Undergrad	Teacher Education: Primary	-	5	38	30	16	9	-	<5	6	13	<5	<5	<5	-	72	98	13	Total Completions 2012
BACHELOR OF EDUCATION (SECONDARY)/BACHELOR OF ARTS	Undergrad	Teacher Education: Secondary	-	5	9	16	<5	<5	-	<5	<5	<5	<5	<5	<5	<5	22	33	-	
BACHELOR OF EDUCATION (SECONDARY)/BACHELOR OF SCIENCE	Undergrad	Teacher Education: Secondary	-	-	6	5	<5	<5	-	<5	-	<5	<5	<5	<5	-	9	15	-	
BACHELOR OF EDUCATION (SECONDARY)/BACHELOR OF ECONOMICS	Undergrad	Teacher Education: Secondary	-	-	<5	<5	<5	-	-	<5	-	<5	-	<5	<5	-	<5	<5	-	
BACHELOR OF EDUCATION (SECONDARY)/BACHELOR OF ENVIRONMENTAL SCIENCE	Undergrad	Teacher Education: Secondary	-	-	-	-	np	<5	-	<5	-	-	-	-	<5	-	<5	<5	-	
BACHELOR OF EDUCATION - SECONDARY (GRADUATE)	Undergrad	Teacher Education: Secondary	-	-	<5	-	np	-	-	-	-	-	-	-	<5	-	<5	<5	-	
BACHELOR OF EDUCATION (SECONDARY)/BACHELOR OF MEDIA	Undergrad	Teacher Education: Secondary	-	-	-	-	<5	<5	-	-	-	-	-	-	<5	-	<5	<5	-	
BACHELOR OF EDUCATION (PRIMARY TEACHING) (COMBINATION)	Undergrad	Teacher Education: Primary	-	-	-	-	-	17	-	-	-	-	-	-	-	-	17	17	-	
BACHELOR OF EDUCATION (PRIMARY)/BACHELOR OF ARTS (AUSTRALIAN INDIGENOUS	Undergrad	Teacher Education: Primary	-	-	<5	-	np	-	-	-	-	-	-	-	-	-	<5	<5	-	

Murdoch University - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90		91 to 100
BACHELOR OF EDUCATION - PRIMARY (GRADUATE)	Undergrad	Teacher Education: Primary	-	-	<5	-	np	-	-	-	-	-	-	-	<5	5
BACHELOR OF EDUCATION (EARLY CHILDHOOD AND PRIMARY)	Undergrad	Teacher Education: Early Childhood	-	5	37	53	59	29	-	<5	13	24	16	5	<5	11
BACHELOR OF EDUCATION (SECONDARY)/BACHELOR OF SPORTS SCIENCE	Undergrad	Teacher Education: Secondary	-	5	10	36	9	7	-	-	<5	12	11	5	<5	-
BACHELOR OF EDUCATION (PRIMARY, 1-10 HEALTH AND PHYSICAL EDUCATION)	Undergrad	Teacher Education not elsewhere classified	-	-	9	10	np	<5	-	np	6	<5	-	-	18	-
GRADUATE DIPLOMA IN EDUCATION - PRIMARY	Postgrad	Teacher Education: Primary	-	-	129	-	-	-	-	-	-	-	-	-	129	73
GRADUATE DIPLOMA IN EDUCATION - SECONDARY	Postgrad	Teacher Education: Secondary	-	-	52	-	-	-	-	-	-	-	-	-	52	48
BACHELOR OF EDUCATION (INITIAL - PRIMARY)	Undergrad	Teacher Education: Primary														<5
BACHELOR OF EDUCATION - PRIMARY	Undergrad	Teacher Education: Primary														84
BACHELOR OF EDUCATION (SECONDARY)/BACHELOR OF ARTS	Undergrad	Teacher Education: Secondary														9

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

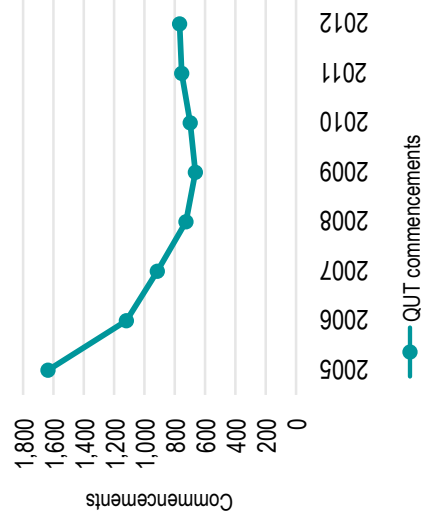
Murdoch University - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission							ATAR						Total Completions 2012	Total Commencements 2012
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown	
BACHELOR OF EDUCATION (SECONDARY)/BACHELOR OF SCIENCE	Undergrad	Teacher Education: Secondary															<5
BACHELOR OF EDUCATION (SECONDARY)/BACHELOR OF SCIENCE	Undergrad	Teacher Education: Secondary															<5
BACHELOR OF EDUCATION (SECONDARY)/BACHELOR OF MEDIA	Undergrad	Teacher Education: Secondary															<5
BACHELOR OF EDUCATION (SECONDARY)/BACHELOR OF MEDIA	Undergrad	Teacher Education: Secondary															<5
BACHELOR OF EDUCATION (PRIMARY)/BACHELOR OF ARTS (AUSTRALIAN INDIGENOUS)	Undergrad	Teacher Education: Primary															<5
BACHELOR OF EDUCATION (EARLY CHILDHOOD AND PRIMARY)	Undergrad	Teacher Education: Early Childhood															50
BACHELOR OF EDUCATION (SECONDARY)/BACHELOR OF SPORTS SCIENCE	Undergrad	Teacher Education: Secondary															9
GRADUATE DIPLOMA IN EDUCATION - SECONDARY	Postgrad	Teacher Education: Secondary															<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs	
2012 Number of programs	7
2012 Commencements	768
2012 Enrolments	2,373
2012 Completions	371
2012 Commencement breakdowns	
Gender	Females
	558
	Males
	210
Citizenship	Domestic
	751
	Overseas
	17
Equity group	Indigenous
	19
	NESB
	10
	Low SES
	112
	Regional & Remote
	92

Time series commencements



Queensland University of Technology - individual program data for ITE programs (special course 22), 2012																			
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Commencements 2012	Total Completions 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown	
BEd(Sec)	Undergrad	Teacher Education: Secondary	-	19	53	170	16	-	19	np	<5	15	43	24	12	181	277	117	
BEd(Prim)	Undergrad	Teacher Education: Primary	-	13	44	157	16	-	16	-	-	33	32	17	10	154	246	135	
BEd(EC)	Undergrad	Teacher Education: Early Childhood	-	11	27	45	34	np	<5	np	-	5	14	<5	-	97	120	75	
BEd(EC)	Undergrad	Teacher Education: Early Childhood	-	-	6	-	24	-	-	-	-	-	-	-	-	30	30	15	
BAppSc(StudyAreaA)/BEd(Sec)	Undergrad	Other Natural and Physical Sciences	-	<5	<5	14	-	-	-	-	-	<5	<5	<5	<5	9	19	6	
BAppSc(StudyAreaA)/BEd(Prim)	Undergrad	Natural and Physical Sciences not else-where classified	-	<5	<5	<5	-	-	-	-	-	-	<5	-	-	<5	<5	-	
BExMovementSc/BEd(Sec)	Undergrad	Human Movement	-	<5	8	56	<5	-	5	-	<5	8	16	16	<5	26	72	-	
BEd	Undergrad	Teacher Education: Primary																<5	
BA/BEd(Sec)	Undergrad	Teacher Education: Secondary																<5	

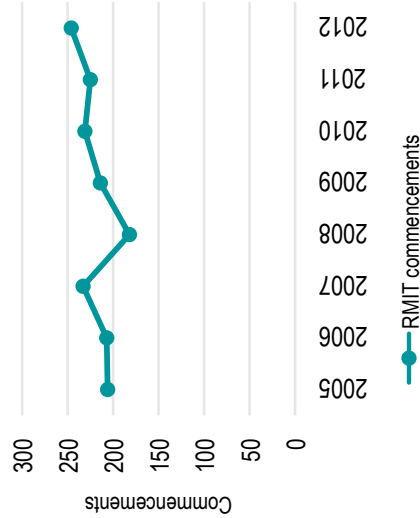
The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Queensland University of Technology - individual program data for ITE programs (special course 22), 2012																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission							ATAR							Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown	Total Commencements 2012	
BAppSc(HMS)/BEd(Sec)	Undergrad	Human Movement																17
BA/BEd(Prim)	Undergrad	Teacher Education: Primary																<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs		
2012 Number of programs		4
2012 Commencements		246
2012 Enrolments		835
2012 Completions		175
2012 Commencement breakdowns		
Gender	Females	187
	Males	59
Citizenship	Domestic	239
	Overseas	7
Equity group	Indigenous	<5
	NESB	6
	Low SES	41
	Regional & Remote	26

Time series commencements

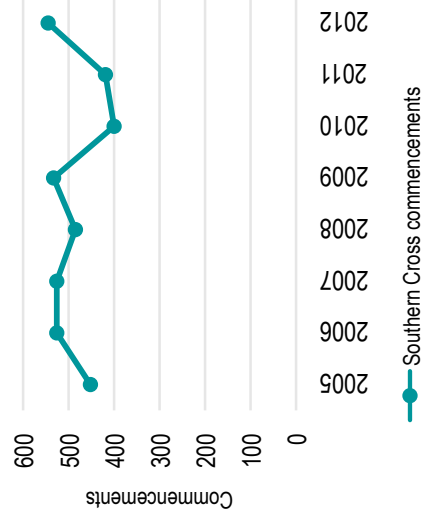


RMIT University - individual program data for ITE programs (special course 22), 2012																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	Total Commencements 2012
B App Sci (Physical Education)	Undergrad	Teacher Education: Secondary	-	-	24	30	17	-	-	10	14	18	16	6	-	7	71	56
Bachelor of Education	Undergrad	Teacher Education: Primary	-	-	<5	-	-	np	-	<5	-	-	-	-	-	<5	<5	<5
Bachelor of Education	Undergrad	Teacher Education	-	<5	52	55	16	<5	-	6	24	39	27	16	5	9	126	103
B Education (Brunswick)	Undergrad	Teacher Education	-	-	12	25	9	-	-	8	11	8	7	9	<5	<5	46	15

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs		
2012 Number of programs		8
2012 Commencements		545
2012 Enrolments		1,439
2012 Completions		302
2012 Commencement breakdowns		
Gender	Females	348
	Males	197
Citizenship	Domestic	535
	Overseas	10
Equity group	Indigenous	9
	NESB	-
	Low SES	162
	Regional & Remote	409

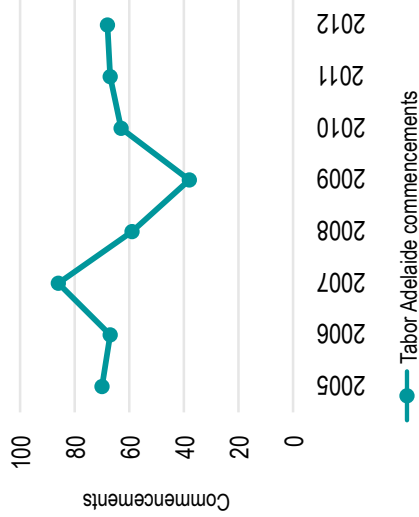
Time series commencements



Southern Cross University - individual program data for ITE programs (special course 22), 2012																	
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Commencements 2012	Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90			91 to 100
Graduate Diploma of Education	Postgrad	Teacher Education: Secondary	-	-	65	-	-	-	-	-	-	-	-	-	-	65	83
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	14	60	149	47	22	-	23	9	5	<5	<5	<5	250	155
Bachelor of Technology Education	Undergrad	Teacher Education: Secondary	-	<5	11	8	32	np	-	-	<5	-	<5	-	-	59	18
Bachelor of Sport and Exercise Science/Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	np	5	25	<5	5	-	<5	-	-	<5	<5	-	32	16
Bachelor of Arts/Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	-	14	20	<5	<5	-	<5	-	<5	<5	-	-	37	13
Bachelor of Visual Arts/Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	<5	<5	5	-	<5	-	<5	-	-	<5	-	-	10	5
Bachelor of Contemporary Music/Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	<5	<5	14	-	<5	-	<5	<5	<5	-	-	<5	11	7
Bachelor of Science/Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	np	<5	12	-	-	-	-	<5	<5	<5	-	-	12	5

Aggregated data from all ITE programs		
2012 Number of programs	4	
2012 Commencements	68	
2012 Enrolments	195	
2012 Completions	25	
2012 Commencement breakdowns		
Gender	Females	51
	Males	17
Citizenship	Domestic	68
	Overseas	-
Equity group	Indigenous	-
	NESB	-
	Low SES	18
	Regional & Remote	17

Time series commencements



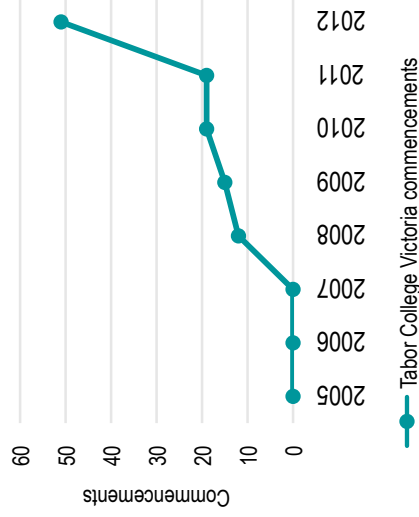
Tabor Adelaide - individual program data for ITE programs (special course 22), 2012																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Commencements 2012	Total Completions 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90			91 to 100	Unknown
Bachelor of Arts / Bachelor of Education (Secondary)- ED13AS	Undergrad	Teacher Education	-	19	-	-	-	-	-	-	<5	<5	-	<5	16	19	<5	
Bachelor of Education (Middle School) - ED13M	Undergrad	Teacher Education	-	16	-	-	-	-	-	-	<5	-	<5	<5	13	16	<5	
Bachelor of Education (Primary) - ED13P	Undergrad	Teacher Education	-	28	-	-	-	-	-	np	-	<5	-	-	27	28	16	
Bachelor of Education (Secondary) - ED23S	Undergrad	Teacher Education	-	5	-	-	-	-	-	-	-	-	-	-	5	5	<5	
Bachelor of Education (Middle School) - ED23M	Undergrad	Teacher Education															<5	
Bachelor of Education (Primary) - ED23P	Undergrad	Teacher Education															<5	

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs		
2012 Number of programs		1
2012 Commencements		51
2012 Enrolments		51
2012 Completions		20
2012 Commencement breakdowns		
Gender	Females	32
	Males	19
Citizenship	Domestic	np
	Overseas	<5
Equity group	Indigenous	-
	NESB	-
	Low SES	<5
	Regional & Remote	<5

Course Name	Course Level	Detailed Field of Education	Basis of Admission	ATAR	Total Commencements 2012	Total Completions 2012
Graduate Diploma in Education (Primary)	Postgrad	Teacher Education: Primary	Not stated Other basis Higher education course Secondary education VET award course Mature age Professional qualification	30 to 50 51 to 60 61 to 70 71 to 80 81 to 90 91 to 100 Unknown	51	19
Graduate Diploma in Education (Secondary)	Postgrad	Teacher Education: Secondary	-	-	-	<5

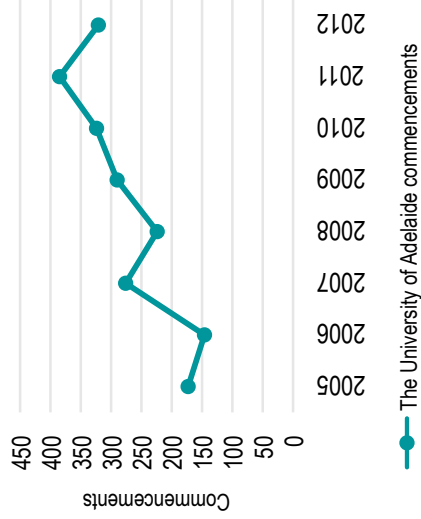
Time series commencements



The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs	
2012 Number of programs	5
2012 Commencements	321
2012 Enrolments	716
2012 Completions	175
2012 Commencement breakdowns	
Gender	Females
	184
	Males
	137
Citizenship	Domestic
	304
	Overseas
	17
Equity group	Indigenous
	<5
	NESB
	27
	Low SES
	Regional & Remote
	50
	34

Time series commencements

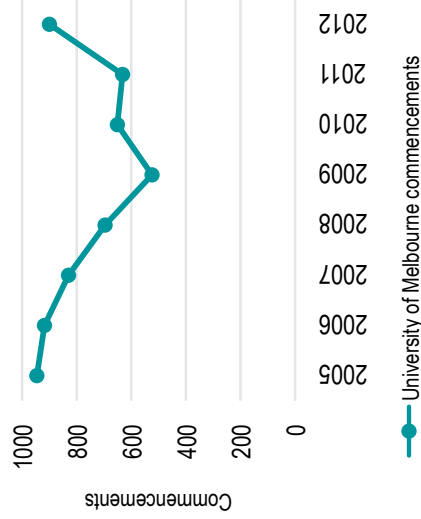


The University of Adelaide - individual program data for ITE programs (special course 22), 2012																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	Total Commencements 2012
B: Teaching/B.Arts	Undergrad	Teacher Education	-	<5	17	99	np	28	-	5	12	28	25	35	14	28	147	39
B: Teaching/B.Economics	Undergrad	Teacher Education	-	-	<5	5	-	<5	-	<5	-	-	<5	-	-	<5	8	-
B: Teaching/B.MathCompSc	Undergrad	Teacher Education	-	np	-	13	-	<5	-	-	<5	<5	<5	<5	<5	<5	14	<5
B: Teaching/B.Science	Undergrad	Teacher Education	-	-	<5	16	-	<5	-	<5	-	<5	5	<5	7	<5	21	9
GDip.Education	Postgrad	Teacher Education: Secondary	-	124	7	-	-	-	-	-	-	-	-	-	-	131	131	124
B: Teaching	Undergrad	Teacher Education																<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs	
2012 Number of programs	5
2012 Commencements	900
2012 Enrolments	1,589
2012 Completions	478
Gender	Females
	634
	Males
	266
Citizenship	Domestic
	802
	Overseas
	98
Equity group	Indigenous
	<5
	NESB
	46
	Low SES
	73
	Regional & Remote
	64

Time series commencements



The University of Melbourne - individual program data for ITE programs (special course 22), 2012																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Commencements 2012	Total Completions 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90			91 to 100	Unknown
Graduate Certificate in Tertiary Teaching	Postgrad	Teacher Education: Higher Education	-	-	23	-	-	-	-	-	-	-	-	-	23	23	19	
Master of Teaching (Early Childhood)	Postgrad	Teacher Education: Early Childhood	-	-	99	-	-	-	-	-	-	-	-	-	99	99	26	
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	-	-	201	-	-	-	-	-	-	-	-	-	201	201	128	
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	-	569	-	-	-	-	-	-	-	-	-	569	569	149	
Master of Teaching (Early Years)	Postgrad	Teacher Education: Primary	-	-	8	-	-	-	-	-	-	-	-	-	8	8	26	
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	-	-	-	-	-	-	-	-	-	-	-	-	15	15	
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	-	-	-	-	-	-	-	-	-	-	-	-	<5	<5	
Bachelor of Early Childhood Education	Undergrad	Teacher Education: Early Childhood	-	-	-	-	-	-	-	-	-	-	-	-	-	14	14	
Bachelor of Early Childhood Studies(Pathways Program)	Undergrad	Teacher Education: Early Childhood	-	-	-	-	-	-	-	-	-	-	-	-	-	<5	<5	

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

The University of Melbourne - individual program data for ITE programs (special course 22), 2012

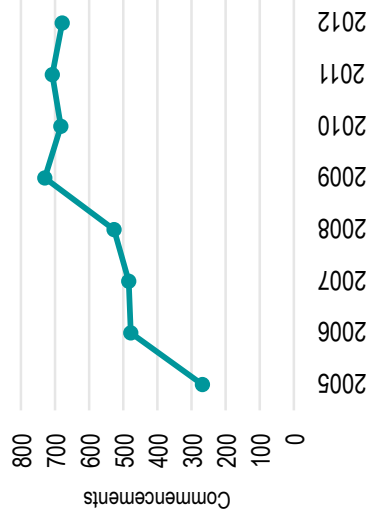
Course Name	Course Level	Detailed Field of Education	Basis of Admission							ATAR							Total Completions 2012
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown	
Master of Teaching (Early Childhood)	Postgrad	Teacher Education: Early Childhood															<5
Master of Teaching (Early Childhood)	Postgrad	Teacher Education: Early Childhood															11
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary															38
Postgraduate Diploma in Teaching (Teach for Australia)	Postgrad	Teacher Education: Secondary															47

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs	
2012 Number of programs	18
2012 Commencements	679
2012 Enrolments	2,408
2012 Completions	476
2012 Commencement breakdowns	
Gender	Females
	527
	Males
	152
Citizenship	Domestic
	np
	Overseas
	<5
Equity group	Indigenous
	5
	NESB
	<5
	Low SES
	51
	Regional & Remote
	35

* The University of Notre Dame offers teacher education programs in both Western Australia and New South Wales; however for the purposes of this data collection the NSW data are captured in the Western Australia figures.

Time series commencements



— University of Notre Dame commencements

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Initial Teacher Education: Data Report 2014, AITSL, 2014

The University of Notre Dame - individual program data for ITE programs (special course 22), 2012																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Commencements 2012	Total Completions 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90			91 to 100	Unknown
Bachelor of Education (Kindergarten-Yr 7)	Undergrad	Teacher Education: Primary	-	<5	-	<5	-	<5	-	-	-	-	-	-	-	6	6	8
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	np	-	41	<5	39	8	-	-	-	-	-	-	112	112	82
Bachelor of Education (Primary) / Bachelor of Arts	Undergrad	Teacher Education: Primary	-	<5	-	<5	-	-	-	-	-	-	-	-	-	<5	<5	<5
Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	7	-	8	-	<5	<5	-	-	-	-	-	-	20	20	16
Bachelor of Education (Secondary) / Bachelor of Behavioural Science	Undergrad	Teacher Education: Secondary	-	<5	-	-	-	<5	-	-	-	-	-	-	-	<5	<5	-
Bachelor of Health and Physical Education (Primary)	Undergrad	Teacher Education: Primary	-	-	-	<5	-	6	<5	-	-	-	-	-	-	12	12	5
Bachelor of Health and Physical Education (Secondary)	Undergrad	Teacher Education: Secondary	-	<5	<5	18	-	10	5	-	-	-	-	-	-	36	36	28
Bachelor of Education (Birth to Twelve)	Undergrad	Teacher Education: Early Childhood	-	9	<5	40	18	<5	-	-	-	-	-	-	-	71	71	55
Bachelor of Education (Secondary)/ Bachelor of Arts	Undergrad	Teacher Education: Secondary	-	np	-	-	-	-	<5	-	-	-	-	-	-	<5	<5	<5

The University of Notre Dame - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Commencements 2012	Total Completions 2012
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown	
Bachelor of Education (Secondary)/ Bachelor of Science	Undergrad	Teacher Education: Secondary	-	np	-	-	<5	-	-	-	-	-	-	-	<5	<5	-
Bachelor of Arts / Graduate Diploma of Education (Secondary)	Undergrad	Studies in Human Society	-	-	-	<5	-	<5	-	<5	-	-	-	-	<5	<5	<5
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	13	<5	154	23	20	<5	-	-	-	-	-	213	213	131
Bachelor of Education (Early Childhood & Care: 0-8 years)	Undergrad	Teacher Education: Early Childhood	-	np	-	25	<5	18	7	-	-	-	-	-	58	58	-
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary	-	<5	33	14	<5	5	9	-	-	-	-	-	63	63	79
Master of Teaching (K-7)	Postgrad	Teacher Education: Primary	-	np	<5	-	-	-	-	-	-	-	-	-	<5	<5	<5
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	-	-	<5	<5	-	-	-	-	-	-	-	-	5	5	<5
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	-	<5	<5	-	-	<5	-	-	-	-	-	6	6	<5
Bachelor of Arts / Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary	-	<5	<5	37	9	14	-	-	-	-	-	-	65	65	20

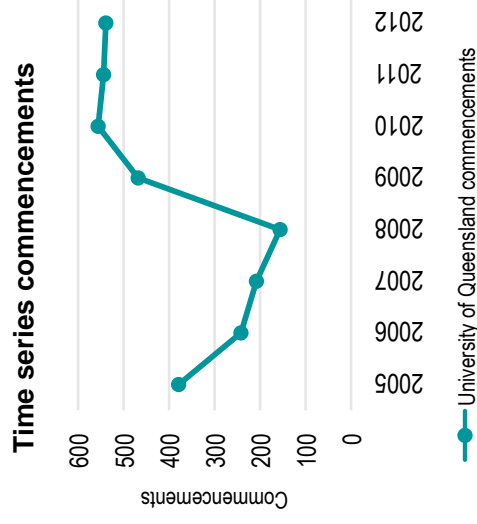
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The University of Notre Dame - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown
Bachelor of Education (Early Childhood)	Undergrad	Teacher Education: Early Childhood															36
Bachelor of Science / Graduate Diploma of Education (Secondary)	Undergrad	Biological Sciences															<5
Bachelor of Health and Physical Education (Secondary) (Honours)	Undergrad	Teacher Education: Secondary															<5
Bachelor of Arts (Honours) / Bachelor of Education (Secondary)	Undergrad	Teacher Education: Secondary															<5
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary															<5
Master of Teaching (Early Childhood)	Postgrad	Teacher Education: Early Childhood															<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs		
2012 Number of programs		11
2012 Commencements		539
2012 Enrolments		1,305
2012 Completions		277
2012 Commencement breakdowns		
Gender	Females	373
	Males	166
Citizenship	Domestic	506
	Overseas	33
Equity group	Indigenous	5
	NESB	31
	Low SES	69
	Regional & Remote	83



The University of Queensland - individual program data for ITE programs (special course 22), 2012																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Commencements 2012	Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown
B Arts/BEducation(Sec)	Undergrad	Society and Culture	-	<5	64	80	<5	-	<5	np	-	<5	-	38	11	101	152	56
B Music/BEducation(Sec)	Undergrad	Music	-	7	-	-	-	-	-	-	-	-	-	-	-	7	7	7
B Science/BEducation(Sec)	Undergrad	Natural and Physical Sciences not else-where classified	-	<5	6	20	np	-	-	np	-	-	-	<5	6	17	27	8
B Arts/Educ (MYS)	Undergrad	Studies in Human Society not else-where classified	-	<5	15	17	<5	-	<5	np	-	-	-	6	<5	28	36	6
B BusMan/BEducation(Sec)	Undergrad	Business Manage-ment	-	-	<5	<5	-	-	-	-	-	-	-	<5	-	<5	5	-
B Education (Primary)	Undergrad	Teacher Education: Primary	-	6	36	65	<5	-	<5	np	<5	-	16	15	6	77	115	39
B Ed (Middle Yrs School) UG	Undergrad	Teacher Education: Secondary	-	<5	8	11	np	-	-	np	-	-	5	-	<5	16	22	6
B CreativeArts/BEducation(Sec)	Undergrad	Creative Arts	-	-	7	10	<5	-	<5	-	-	-	<5	6	<5	11	19	-
Grad Dip Education	Postgrad	Teacher Education	-	<5	-	-	np	-	-	-	-	-	-	-	-	<5	<5	-
Grad Dip Education (Middle Years of Schooling)	Postgrad	Teacher Education not elsewhere classified	-	<5	<5	-	-	-	-	-	-	-	-	-	-	<5	<5	<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

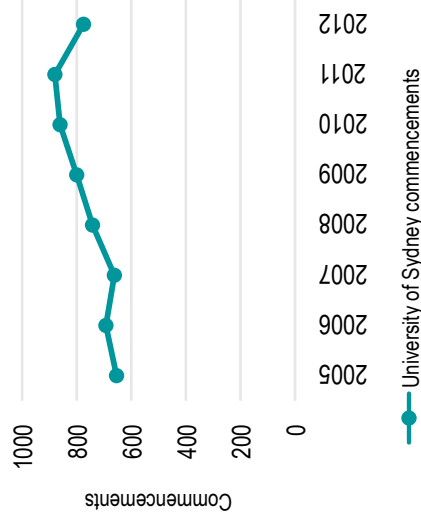
The University of Queensland - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown
Grad Dip Education (Secondary)	Postgrad	Teacher Education: Secondary	-	-	153	-	-	-	-	-	-	-	-	-	153	153	140
B Human Services/BEducationMYS	Undergrad	Children's Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5
B Music/BEducation(Sec) (Honours)	Undergrad	Music	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5
B Education (Primary) (Honours)	Undergrad	Teacher Education: Primary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5
B Ed (Middle Yrs School) UG (Honours)	Undergrad	Teacher Education: Secondary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5
B Applied Science(HmnMovSt) (Education)(Hons)	Undergrad	Teacher Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5
B Applied Science(HmnMovSt) (Education)	Undergrad	Teacher Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5
B AppSc/BEducation(Sec) (Horticulture-BAppSc)	Undergrad	Horticulture	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs		
2012 Number of programs		14
2012 Commencements		775
2012 Enrolments		2,077
2012 Completions		410
2012 Commencement breakdowns		
Gender	Females	557
	Males	218
Citizenship	Domestic	754
	Overseas	21
Equity group	Indigenous	20
	NESB	55
	Low SES	78
	Regional & Remote	25

Time series commencements



The University of Sydney - individual program data for ITE programs (special course 22), 2012																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Commencements 2012	Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Master of Teaching	Postgrad	Teacher Education: Primary	-	-	10	-	-	-	-	-	-	-	-	-	-	10	10	11
Master of Teaching	Postgrad	Teacher Education: Secondary	-	np	<5	-	-	-	-	-	-	-	-	-	-	<5	<5	<5
Master of Teaching	Postgrad	Teacher Education: Secondary	-	np	<5	-	-	-	-	-	-	-	-	-	-	<5	<5	<5
Master of Teaching	Postgrad	Teacher Education: Early Childhood	-	<5	16	-	np	-	-	-	-	-	-	-	-	19	19	7
Master of Teaching	Postgrad	Teacher Education: Primary	-	<5	103	-	np	-	-	-	-	-	-	-	-	104	104	80
Master of Teaching	Postgrad	Teacher Education: Secondary	-	-	11	-	-	-	-	-	-	-	-	-	-	11	11	18
Master of Teaching	Postgrad	Teacher Education: Secondary	-	<5	87	-	np	-	-	-	-	-	-	-	-	91	91	94
Bachelor of Education (Secondary:Aboriginal Studies)	Undergrad	Teacher Education: Secondary	-	10	-	-	-	-	-	-	-	-	-	-	-	10	10	<5
Bachelor of Education (Secondary: Humanities & Soc Sc) & Bachelor of Arts	Undergrad	Teacher Education: Secondary	-	<5	16	170	<5	5	-	-	-	-	24	67	30	72	193	-

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

The University of Sydney - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Commencements 2012	Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90			91 to 100
Bachelor of Education(Secondary: Science) & Bachelor of Science	Undergrad	Teacher Education: Secondary	-	-	<5	29	<5	<5	-	-	-	<5	16	<5	12	35	-
Bachelor of Education(Secondary: Maths) & Bachelor of Science	Undergrad	Teacher Education: Secondary	-	-	<5	44	<5	<5	-	np	-	<5	22	7	18	49	-
Bachelor of Education Human Movement and Health Education	Undergrad	Teacher Education: Secondary	-	np	13	62	5	<5	-	np	-	14	20	<5	47	83	-
Bachelor of Education (Early Childhood)	Undergrad	Teacher Education: Early Childhood	-	-	<5	19	6	<5	-	np	-	7	<5	-	20	31	-
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	-	39	71	20	6	-	-	<5	<5	11	20	102	136	-
Bachelor of Education (Secondary:Mathematics)	Undergrad	Teacher Education: Secondary															<5
Bachelor of Teaching	Undergrad	Teacher Education: Secondary															<5
Bachelor of Teaching	Undergrad	Teacher Education: Secondary															11
Bachelor of Education (Human Movement and Health Education)	Undergrad	Teacher Education: Secondary															51

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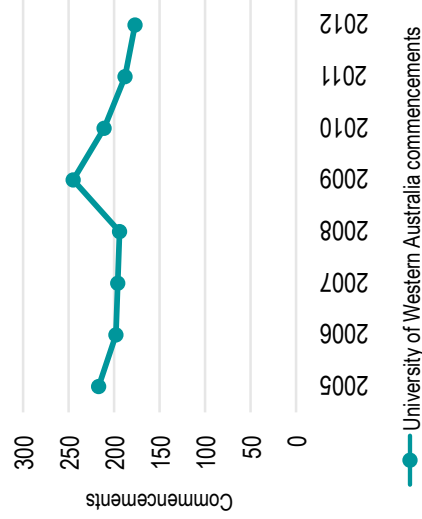
The University of Sydney - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown
Bachelor of Education (Human Movement and Health Educa	Undergrad	Teacher Education: Secondary															11
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary															70
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary															24
Bachelor of Education (Secondary: Humanities & Social Sciences)	Undergrad	Teacher Education: Secondary															20
Bachelor of Teaching	Undergrad	Teacher Education: Primary															<5
Bachelor of Teaching	Undergrad	Teacher Education: Early Childhood															<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs	
2012 Number of programs	6
2012 Commencements	177
2012 Enrolments	326
2012 Completions	146
2012 Commencement breakdowns	
Gender	Females
	129
	Males
	48
Citizenship	Domestic
	160
	Overseas
	17
Equity group	Indigenous
	<5
	NESB
	13
	Low SES
	14
	Regional & Remote
	8

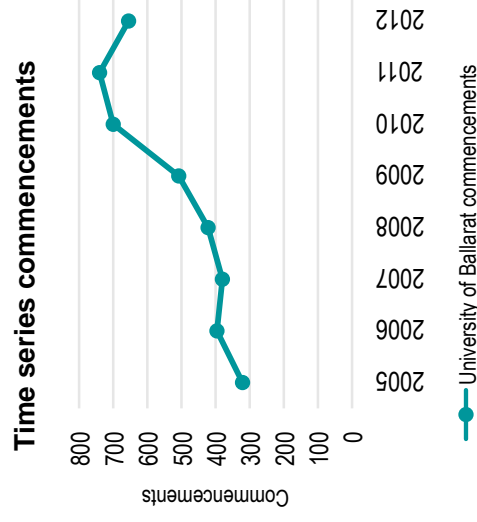
Time series commencements



The University of Western Australia - individual program data for ITE programs (special course 22), 2012																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Commencements 2012	Total Completions 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Music Education	Undergrad	Teacher Education	-	np	<5	-	-	-	-	-	-	-	-	<5	<5	-	<5	5
Graduate Certificate in Tertiary Teaching	Postgrad	Teacher Education: Higher Education	-	np	<5	-	-	-	-	-	-	-	-	-	-	<5	<5	-
Graduate Diploma in Education	Postgrad	Teacher Education: Secondary	-	-	128	-	-	-	-	-	-	-	-	-	-	128	128	105
Master of Teaching (Primary) - Coursework	Postgrad	Teacher Education: Primary	-	-	20	-	-	-	-	-	-	-	-	-	-	20	20	9
Master of Teaching (Secondary) - Coursework	Postgrad	Teacher Education: Secondary	-	-	11	-	-	-	-	-	-	-	-	-	-	11	11	<5
Master of Teaching (Early Childhood) - Coursework	Postgrad	Teacher Education: Early Childhood	-	-	14	-	-	-	-	-	-	-	-	-	-	14	14	9
Bachelor of Arts and Bachelor of Education	Undergrad	Teacher Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11
Bachelor of Music Education	Undergrad	Teacher Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5
Bachelor of Arts and Master of Teaching - Postgraduate	Postgrad	Teacher Education: Primary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5
Bachelor of Science and Bachelor of Education	Undergrad	Teacher Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5
Master of Science Communication and Education - Coursework	Postgrad	Teacher Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5

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Aggregated data from all ITE programs		
2012 Number of programs		12
2012 Commencements		655
2012 Enrolments		1,767
2012 Completions		258
2012 Commencement breakdowns		
Gender	Females	436
	Males	219
Citizenship	Domestic	np
	Overseas	<5
Equity group	Indigenous	<5
	NESB	6
	Low SES	146
	Regional & Remote	443



University of Ballarat - individual program data for ITE programs (special course 22), 2012																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Commencements 2012	Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown
BACHELOR OF EDUCATION (PHYSICAL EDUCATION)	Undergrad	Teacher Education: Secondary	-	<5	17	85	23	<5	-	<5	17	24	14	9	np	64	130	17
BACHELOR OF SCIENCE/BACHELOR OF EDUCATION	Undergrad	Teacher Education: Secondary	-	-	<5	-	<5	-	-	-	-	-	-	-	-	<5	<5	-
GRADUATE DIPLOMA OF EDUCATION-PRIMARY	Postgrad	Teacher Education: Primary	-	np	99	<5	-	-	-	-	-	-	-	-	-	100	100	57
POSTGRADUATE DIPLOMA OF EDUCATION STUDIES (EARLY CHILDHOOD)	Postgrad	Teacher Education: Secondary	-	np	10	<5	-	-	-	-	-	-	-	-	-	11	11	<5
GRADUATE DIPLOMA OF EDUCATION (SECONDARY)	Postgrad	Teacher Education: Secondary	-	<5	53	np	-	-	-	-	-	-	-	-	-	54	54	46
BACHELOR OF VISUAL ARTS/ BACHELOR OF EDUCATION	Undergrad	Teacher Education: Secondary	-	-	<5	<5	<5	<5	-	<5	<5	<5	<5	-	-	<5	9	5
BACHELOR OF EDUCATION	Undergrad	Teacher Education: Primary	-	<5	44	114	28	np	-	32	45	24	7	<5	np	78	189	83
BACHELOR OF MATHEMATICAL SCIENCES/ BACHELOR OF EDUCATION	Undergrad	Teacher Education: Secondary	-	np	<5	-	-	-	-	<5	<5	-	-	-	-	-	<5	<5
BACHELOR OF ARTS/ BACHELOR OF EDUCATION	Undergrad	Teacher Education: Secondary	-	np	10	14	<5	-	-	<5	<5	6	<5	<5	-	12	28	<5

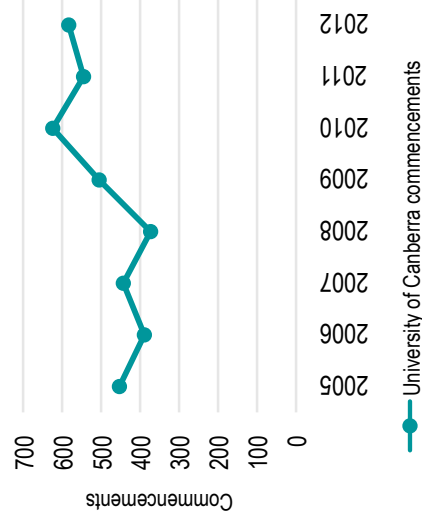
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University of Ballarat - individual program data for ITE programs (special course 22), 2012																			
Course Name	Course Level	Detailed Field of Education	Basis of Admission							ATAR							Total Completions 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown	Total Commencements 2012		
BACHELOR OF EDUCATION (EARLY CHILDHOOD)	Undergrad	Teacher Education: Early Childhood	-	<5	10	22	15	np	-	8	11	<5	<5	<5	<5	22	48	10	
MASTER OF SPECIAL EDUCATION	Postgrad	Teacher Education: Secondary	-	-	20	-	-	-	-	-	-	-	-	-	-	20	20	<5	
BACHELOR OF TEACHING (EARLY CHILDHOOD EDUCATION)	Undergrad	Teacher Education: Early Childhood	-	-	-	14	47	-	-	-	-	-	-	-	-	61	61	31	

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs	
2012 Number of programs	14
2012 Commencements	583
2012 Enrolments	1,482
2012 Completions	311
2012 Commencement breakdowns	
Gender	Females
	402
	Males
	181
Citizenship	Domestic
	570
	Overseas
	13
	Indigenous
	7
	NESB
	7
Equity group	Low SES
	63
	Regional & Remote
	168

Time series commencements



University of Canberra - individual program data for ITE programs (special course 22), 2012																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Commencements 2012	Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown
Bachelor of Education (UC)/Bachelor of Science (ANU)	Undergrad	Teacher Education not elsewhere classified	-	-	<5	<5	-	-	-	<5	-	<5	<5	<5	-	<5	<5	-
Bachelor of Education (UC)/Bachelor of Asia-Pacific Studies (ANU)	Undergrad	Teacher Education not elsewhere classified	-	-	np	<5	-	-	-	-	-	-	<5	<5	-	<5	<5	-
Bachelor of Education (UC)/Bachelor of Asia-Pacific Studies (ANU)	Undergrad	Teacher Education not elsewhere classified	-	<5	<5	<5	-	-	-	-	-	<5	<5	<5	-	<5	<5	-
Bachelor of Education/Bachelor of Arts	Undergrad	Teacher Education not elsewhere classified	-	<5	-	-	-	<5	-	-	-	-	<5	<5	-	<5	<5	-
Bachelor of Education/Bachelor of Arts	Undergrad	Teacher Education not elsewhere classified	-	np	7	28	<5	12	-	<5	<5	16	11	7	<5	16	58	-
Bachelor of Education/Bachelor of Science	Undergrad	Teacher Education not elsewhere classified	-	10	<5	29	<5	12	-	<5	13	14	11	<5	<5	12	57	-
Bachelor of Education in Primary Teaching	Undergrad	Teacher Education: Primary	-	31	21	78	26	101	-	27	38	51	24	19	5	93	257	70

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

University of Canberra - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown
Bachelor of Education in Secondary Teaching (Music)	Undergrad	Teacher Education: Secondary	-	np	-	5	<5	-	-	<5	<5	<5	-	-	-	6	-
Bachelor of Education in Early Childhood Teaching (Birth-8) (UC/CIT)	Undergrad	Teacher Education: Early Childhood	-	7	6	11	13	8	-	<5	5	<5	<5	-	27	45	23
Bachelor of Education in Primary Teaching (Graduate Entry)	Undergrad	Teacher Education: Primary	-	-	30	-	-	-	-	-	<5	<5	7	-	17	30	14
Bachelor of Education in Primary Teaching (Graduate Entry)	Undergrad	Teacher Education: Primary	-	np	<5	-	-	-	-	-	-	-	-	-	<5	<5	-
Graduate Diploma in Education in Secondary Teaching	Postgrad	Teacher Education: Secondary	-	-	7	-	-	-	-	-	-	-	-	-	7	7	23
Graduate Diploma in Education in Secondary Teaching	Postgrad	Teacher Education: Secondary	-	-	107	-	-	-	-	-	-	-	-	-	107	107	86
Bachelor of Education in Early Childhood/Primary/Secondary Teaching Conv	Undergrad	Teacher Education not elsewhere classified	-	-	<5	-	<5	-	-	-	-	-	-	-	5	5	5
Bachelor of Education in Primary Teaching	Undergrad	Teacher Education: Primary															<5
Bachelor of Education in Primary Teaching	Undergrad	Teacher Education: Primary															26

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

University of Canberra - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission							ATAR							Total Completions 2012
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown	
Bachelor of Education in Secondary Teaching (Music)	Undergrad	Teacher Education: Secondary															5
Bachelor of Education in Secondary Teaching (Design and Technology)	Undergrad	Teacher Education: Secondary															<5
Bachelor of Education in Secondary Teaching (Design and Technology)	Undergrad	Teacher Education: Secondary															<5
Bachelor of Education in Secondary Teaching (Health and Physical Educati	Undergrad	Teacher Education: Secondary															6
Bachelor of Education in Secondary Teaching (Health and Physical Educati	Undergrad	Teacher Education: Secondary															19
Bachelor of Education in Secondary Teaching (Health and Physical Educati	Undergrad	Teacher Education: Secondary															<5
Bachelor of Education in Early Childhood Teaching (CIT)	Undergrad	Teacher Education: Early Childhood															7
Bachelor of Education in Early Childhood Teaching (Graduate Entry)	Undergrad	Teacher Education: Early Childhood															5
Bachelor of Education in Secondary Teaching (Graduate Entry)	Undergrad	Teacher Education: Secondary															<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

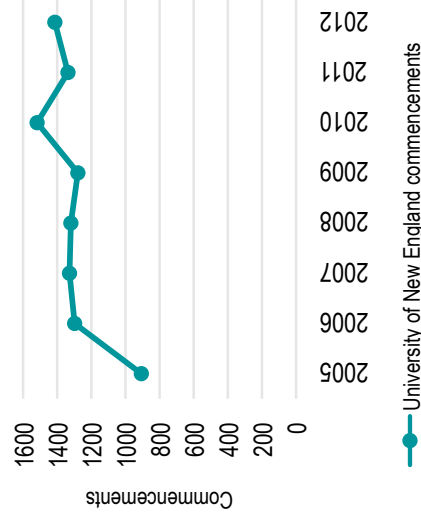
University of Canberra - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown
Bachelor of Education in Early Childhood Teaching (3-8 Years)	Undergrad	Teacher Education: Early Childhood															<5
Bachelor of Education in Early Childhood Teaching (3-8 Years)	Undergrad	Teacher Education: Early Childhood															<5
Bachelor of Education in Middle School Teaching (K-10)	Undergrad	Teacher Education not elsewhere classified															5
Bachelor of Education in Middle School Teaching (K-10)	Undergrad	Teacher Education not elsewhere classified															<5
Bachelor of Education in Middle School Teaching (K-10)	Undergrad	Teacher Education not elsewhere classified															<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs		
2012 Number of programs	17	
2012 Commencements	1,414	
2012 Enrolments	3,655	
2012 Completions	512	
2012 Commencement breakdowns		
Gender	Females	1,135
	Males	279
Citizenship	Domestic	1,405
	Overseas	9
Equity group	Indigenous	44
	NESB	8
	Low SES	370
	Regional & Remote	607

Time series commencements



University of New England - individual program data for ITE programs (special course 22), 2012																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Commencements 2012	Total Completions 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90			91 to 100	Unknown
Bachelor of Arts/Bachelor of Teaching	Undergrad	Studies in Human Society not else-where classified	-	8	28	16	5	26	-	5	<5	7	9	6	<5	51	83	<5
Bachelor of Arts/Bachelor of Teaching	Undergrad	Studies in Human Society not else-where classified	-	np	<5	-	-	-	-	-	-	-	-	-	<5	<5	<5	-
Bachelor of Business/Bachelor of Teaching	Undergrad	Business and Man-agement	-	-	8	<5	-	<5	-	<5	<5	<5	-	<5	-	8	15	-
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	40	98	36	72	115	-	51	32	29	24	15	5	205	361	20
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	np	<5	-	-	-	-	-	-	-	-	-	-	<5	<5	-
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary	-	<5	18	-	-	<5	-	<5	<5	<5	<5	-	<5	8	20	<5
Bachelor of Information Technology/Bachelor of Teaching	Undergrad	Computer Science	-	<5	<5	-	<5	<5	-	-	-	-	-	<5	-	<5	5	-
Bachelor of Music/Bachelor of Teaching	Undergrad	Music	-	<5	10	<5	<5	-	-	-	<5	-	<5	<5	-	11	16	<5
Bachelor of Music/Bachelor of Teaching	Undergrad	Music	-	np	<5	-	-	-	-	-	-	-	-	-	-	<5	<5	-

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

University of New England - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Commencements 2012	Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown		
Bachelor of Mathematics/Bachelor of Teaching	Undergrad	Mathematics	-	<5	5	7	<5	<5	-	-	-	<5	<5	<5	10	18	-	
Bachelor of Science/Bachelor of Teaching	Undergrad	Natural and Physical Sciences	-	<5	8	<5	-	8	-	<5	<5	<5	<5	<5	9	20	-	
Bachelor of Special Education (Primary)/Bachelor of Disability Studies	Undergrad	Human Welfare Studies and Services not elsewhere classified	-	np	16	<5	10	10	-	-	<5	<5	<5	<5	32	46	<5	
Bachelor of Special Education (Primary)/Bachelor of Disability Studies	Undergrad	Human Welfare Studies and Services not elsewhere classified	-	np	-	<5	-	-	-	-	<5	-	-	-	-	<5	-	
Bachelor of Teaching (Early Childhood Education)	Undergrad	Teacher Education: Early Childhood	-	-	5	-	204	-	7	28	9	15	7	<5	np	156	216	24
Graduate Diploma in Education	Postgrad	Teacher Education	-	np	265	-	<5	-	-	-	-	-	-	-	268	268	70	
Master of Teaching (Primary)	Postgrad	Teacher Education	-	np	259	-	<5	-	-	-	-	-	-	-	260	260	69	
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	-	81	-	-	-	-	-	-	-	-	-	81	81	18	
Bachelor of Arts/Bachelor of Teaching	Undergrad	Studies in Human Society not elsewhere classified															<5	

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

University of New England - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	
Bachelor of Arts/Bachelor of Teaching	Undergrad	Studies in Human Society not else-where classified															5	
Bachelor of Arts/Bachelor of Teaching	Undergrad	Studies in Human Society not else-where classified															21	
Bachelor of Arts/Bachelor of Teaching	Undergrad	Studies in Human Society not else-where classified															<5	
Bachelor of Business/Bachelor of Teaching	Undergrad	Business and Man-agement															<5	
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary															<5	
Bachelor of Education (Primary)	Undergrad	Teacher Education: Primary															70	
Bachelor of Educational Studies	Undergrad	Teacher Education															5	
Bachelor of General Studies/Bachelor of Teaching	Undergrad	Teacher Education: Primary															29	

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

University of New England - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission							ATAR							Total Completions 2012
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100	Unknown	
Bachelor of General Studies/Bachelor of Teaching	Undergrad	Teacher Education: Primary															16
Bachelor of General Studies/Bachelor of Teaching	Undergrad	Teacher Education: Primary															13
Bachelor of Music/Bachelor of Teaching	Undergrad	Music															<5
Bachelor of Mathematics/Bachelor of Teaching	Undergrad	Mathematics															<5
Bachelor of Mathematics/Bachelor of Teaching	Undergrad	Mathematics															<5
Bachelor of Science/Bachelor of Teaching	Undergrad	Natural and Physical Sciences															<5
Bachelor of Science/Bachelor of Teaching	Undergrad	Natural and Physical Sciences															<5
Bachelor of Special Education (Primary)/Bachelor of Disability Studies	Undergrad	Human Welfare Studies and Services not elsewhere classified															<5
Bachelor of Teaching (Early Childhood Education)	Undergrad	Teacher Education: Early Childhood															5
Bachelor of Teaching (Early Childhood Education)	Undergrad	Teacher Education: Early Childhood															<5

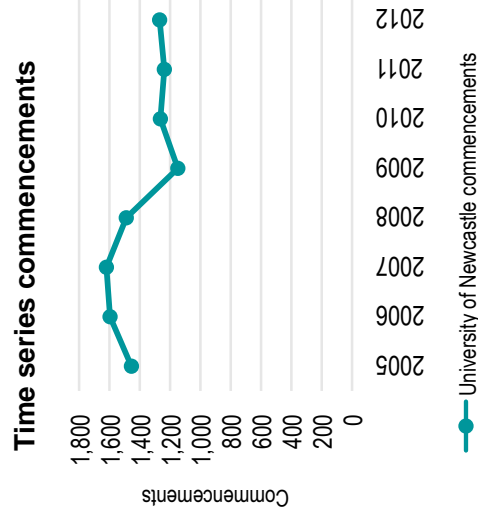
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University of New England - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2012	Total Commencements 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown
Bachelor of Teaching (Early Childhood Education)	Undergrad	Teacher Education: Early Childhood															34	
Bachelor of Teaching (Primary)	Undergrad	Teacher Education: Primary															<5	
Graduate Diploma in Education	Postgrad	Teacher Education															68	
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary															<5	
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary															7	

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs		
2012 Number of programs		8
2012 Commencements		1,269
2012 Enrolments		3,882
2012 Completions		656
2012 Commencement breakdowns		
Gender	Females	902
	Males	367
Citizenship	Domestic	1,263
	Overseas	6
Equity group	Indigenous	34
	NESB	<5
	Low SES	383
	Regional & Remote	314

[illegible]

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

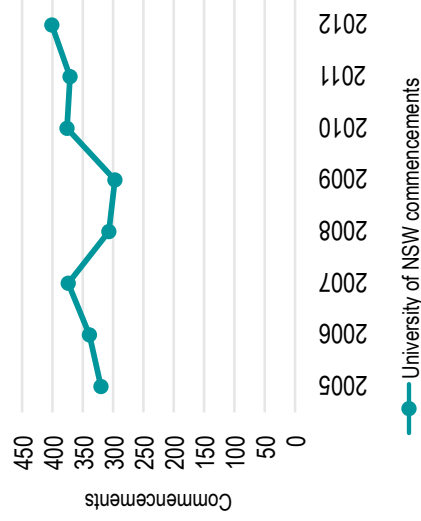
University of Newcastle - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2012	Total Commencements 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown
Bachelor of Education (Early Childhood)	Undergrad	Teacher Education: Early Childhood															<5	
Bachelor of Teaching / Bachelor of Arts	Undergrad	Teacher Education															23	
Bachelor of Teaching / Bachelor of Arts	Undergrad	Teacher Education															6	
Bachelor of Teaching / Bachelor of Music	Undergrad	Teacher Education: Secondary															8	
Bachelor of Teaching / Bachelor of Science	Undergrad	Teacher Education: Secondary															<5	
Bachelor of Teaching / Bachelor of Health and Physical Education	Undergrad	Teacher Education: Secondary															<5	
Bachelor of Teaching / Bachelor of Design and Technology	Undergrad	Teacher Education: Secondary															24	
Bachelor of Teaching / Bachelor of Fine Art	Undergrad	Teacher Education: Secondary															<5	

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs		
2012 Number of programs		7
2012 Commencements		401
2012 Enrolments		1,025
2012 Completions		233
2012 Commencement breakdowns		
Gender	Females	285
	Males	116
Citizenship	Domestic	361
	Overseas	40
Equity group	Indigenous	<5
	NESB	43
	Low SES	48
	Regional & Remote	11

Time series commencements

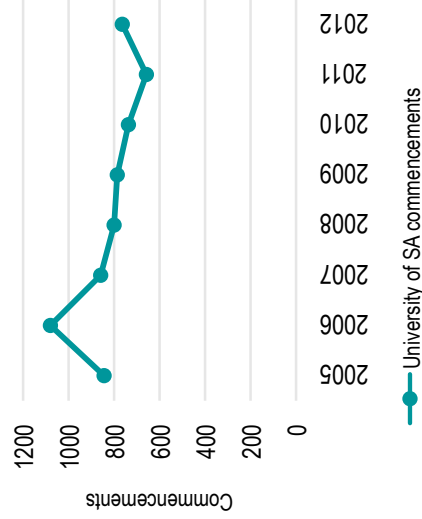


University of NSW - individual program data for ITE programs (special course 22), 2012																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	Total Commencements 2012
Bachelor of Music/Education	Undergrad	Music	-	<5	6	22	<5	-	-	-	-	-	11	<5	33	22		
Bachelor of Social Arts/Education	Undergrad	Society and Culture	-	np	43	122	11	<5	-	-	<5	31	9	67	189	<5		
Bachelor of Arts/Education (Secondary)	Undergrad	Society and Culture not elsewhere classified	-	np	-	-	<5	-	-	-	-	-	-	<5	<5	92		
Bachelor of Economics/Education	Undergrad	Economics	-	np	-	<5	-	-	-	-	-	<5	<5	-	<5	-		
Bachelor of Science/Education	Undergrad	Natural and Physical Sciences	-	np	15	47	<5	-	-	-	<5	np	19	12	63	-		
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary	-	<5	66	-	<5	-	-	-	-	-	-	-	71	71		
Master of Education	Postgrad	Teacher Education	-	-	41	-	-	-	-	-	-	-	-	-	41	27		
Bachelor of Science/Education	Undergrad	Natural and Physical Sciences not else-where classified	-	-	-	-	-	-	-	-	-	-	-	-	-	20		

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs		
2012 Number of programs		12
2012 Commencements		764
2012 Enrolments		2,491
2012 Completions		532
2012 Commencement breakdowns		
Gender	Females	585
	Males	179
Citizenship	Domestic	737
	Overseas	27
Equity group	Indigenous	10
	NESB	35
	Low SES	173
	Regional & Remote	102

Time series commencements



University of South Australia - individual program data for ITE programs (special course 22), 2012																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Commencements 2012	Total Completions 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90			91 to 100	Unknown
B.Arts (Aboriginal Studies), B.Education (Middle,Secondary) (BEc(M,S))	Undergrad	Teacher Education	-	-	-	8	-	-	-	-	<5	-	-	-	-	<5	8	<5
B.Arts (Australian Studies),B. Education (Middle & Secondary) (BEc(MidSec)	Undergrad	Teacher Education	-	<5	<5	32	-	<5	-	np	-	10	7	<5	-	22	40	8
Bachelor of Education (Design and Technology Education) (Home Economics)	Undergrad	Teacher Education: Secondary	-	-	-	38	np	<5	-	-	-	-	9	8	8	23	48	17
Bachelor of Education (Design and Technology Education)	Undergrad	Teacher Education: Secondary	-	-	<5	15	9	<5	-	-	-	-	<5	<5	-	23	29	10
Bachelor of Education (Primary and Middle)	Undergrad	Teacher Education	-	<5	<5	170	7	<5	-	-	-	-	29	33	28	96	186	121
Graduate Diploma in Education (Secondary)	Postgrad	Teacher Education: Secondary	-	-	33	-	-	-	-	-	-	-	-	-	-	33	33	32
Master of Teaching (Primary and Middle)	Postgrad	Teacher Education	-	-	12	-	-	-	-	-	-	-	-	-	-	12	12	21
Bachelor of Early Childhood Education	Undergrad	Teacher Education: Early Childhood	-	<5	34	106	21	<5	-	-	-	-	29	22	16	100	167	104
Bachelor of Education (Junior Primary and Primary)	Undergrad	Teacher Education: Primary	-	np	10	102	15	<5	-	np	-	<5	-	25	37	71	134	98
Master of Teaching (Early Childhood)	Postgrad	Teacher Education: Early Childhood	-	-	29	-	-	-	-	-	-	-	-	-	-	29	29	24

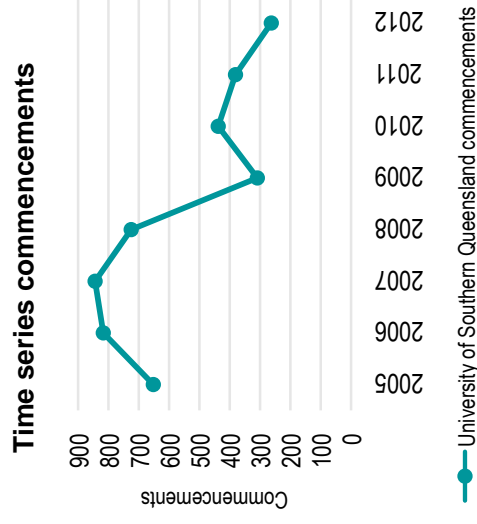
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University of South Australia - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Commencements 2012	Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90			91 to 100
Master of Teaching (Junior Primary and Primary)	Postgrad	Teacher Education: Primary	-	-	50	-	-	-	-	-	-	-	-	-	50	50	48
Bachelor of Science, Bachelor of Education (BScience)	Undergrad	Natural and Physical Sciences not else-where classified	-	<5	<5	24	-	-	-	-	<5	6	<5	<5	14	28	8
B.Arts (Aboriginal Studies), B.Education (Middle and Secondary) (BA(AS))	Undergrad	Indigenous Studies															<5
B.Arts (Australian Studies), B.Education (Middle & Secondary) (BA(AustSt))	Undergrad	Indigenous Studies															8
Bachelor of Science, Bachelor of Education (BEducation)	Undergrad	Teacher Education: Secondary															8
Bachelor of Education (Design and Technology Education) (Honours)	Undergrad	Teacher Education: Secondary															<5
Bachelor of Education (Primary and Middle) (Honours)	Undergrad	Teacher Education															9
Bachelor of Early Childhood Education (Honours)	Undergrad	Teacher Education: Early Childhood															<5
Bachelor of Education (Junior Primary and Primary) (Honours)	Undergrad	Teacher Education: Primary															8

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

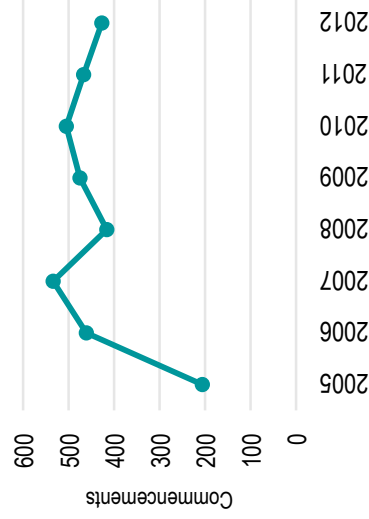
Aggregated data from all ITE programs		
2012 Number of programs		1
2012 Commencements		263
2012 Enrolments		683
2012 Completions		257
2012 Commencement breakdowns		
Gender	Females	191
	Males	72
Citizenship	Domestic	256
	Overseas	7
Equity group	Indigenous	<5
	NESB	<5
	Low SES	70
	Regional & Remote	132

[illegible]

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs	
2012 Number of programs	8
2012 Commencements	427
2012 Enrolments	1,068
2012 Completions	194
2012 Commencement breakdowns	
Gender	Females
	301
	Males
	126
Citizenship	Domestic
	369
	Overseas
	58
Equity group	Indigenous
	<5
	NESB
	<5
	Low SES
	67
	Regional & Remote
	93

Time series commencements



University of the Sunshine Coast commencements

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Initial Teacher Education: Data Report 2014, AITSL, 2014

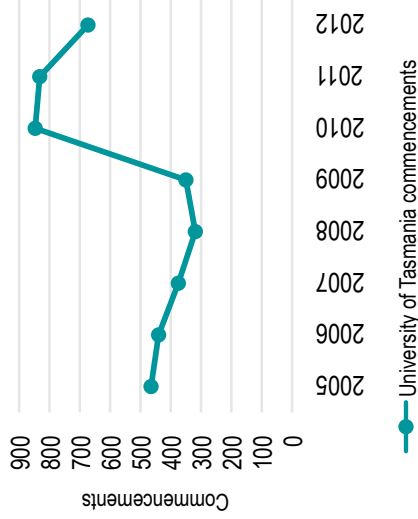
University of Sunshine Coast - individual program data for ITE programs (special course 22), 2012																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Commencements 2012	Total Completions 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90			91 to 100	Unknown
Bachelor of Education/Bachelor of Arts	Undergrad	Teacher Education: Secondary	-	12	5	21	np	<5	<5	-	-	13	18	10	<5	<5	46	17
Bachelor of Education/Bachelor of Business	Undergrad	Teacher Education: Secondary	-	<5	<5	7	<5	-	-	-	-	-	<5	6	-	<5	11	<5
Bachelor of Early Childhood Education	Undergrad	Teacher Education: Early Childhood	-	12	8	21	10	-	-	-	-	17	16	13	<5	<5	51	-
Bachelor of Primary Education	Undergrad	Teacher Education: Primary	-	27	18	56	np	<5	-	-	<5	26	49	29	<5	5	114	-
Graduate Diploma in Education (Prep to Year 3)	Postgrad	Teacher Education: Early Childhood	-	<5	18	-	np	-	-	-	-	-	-	-	-	20	20	<5
Graduate Diploma in Education (Primary)	Postgrad	Teacher Education: Primary	-	<5	64	-	np	-	-	-	-	-	-	-	-	66	66	35
Graduate Diploma in Education (Secondary)	Postgrad	Teacher Education: Secondary	-	6	69	-	-	-	-	-	-	-	-	-	-	75	75	41
Bachelor of Education/Bachelor of Science	Undergrad	Natural and Physical Sciences not else-where classified	-	8	<5	27	5	<5	-	-	-	15	10	13	6	-	44	16

University of Sunshine Coast - individual program data for ITE programs (special course 22), 2012												
Course Name	Course Level	Detailed Field of Education	Basis of Admission							ATAR		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70
										71 to 80	81 to 90	91 to 100
												Unknown
										Total Completions 2012		
										Total Commencements 2012		
B Education (Early Childhood)/B Human Services	Undergrad	Teacher Education: Early Childhood										28
Graduate Diploma in Education	Postgrad	Teacher Education: Secondary										51

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs		
2012 Number of programs	4	
2012 Commencements	673	
2012 Enrolments	1,840	
2012 Completions	221	
2012 Commencement breakdowns		
Gender	Females	524
	Males	149
Citizenship	Domestic	657
	Overseas	16
Equity group	Indigenous	16
	NESB	14
	Low SES	232
	Regional & Remote	553

Time series commencements

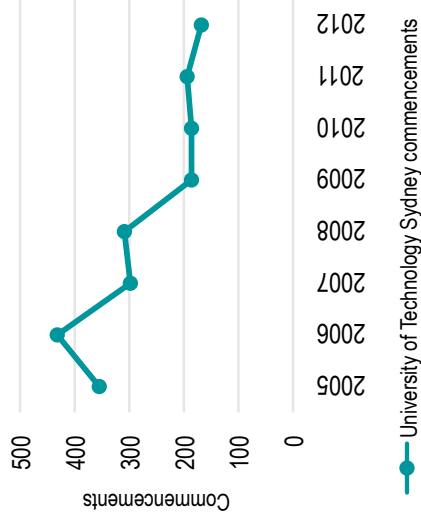


University of Tasmania - individual program data for ITE programs (special course 22), 2012																			
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2012			
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	Total Commencements 2012	
Bachelor of Education (Early Childhood) (43A)	Undergrad	Teacher Education: Primary	-	<5	30	26	39	<5	-	<5	-	<5	<5	<5	<5	90	99	<5	
Bachelor of Education (Primary) (43B)	Undergrad	Teacher Education: Primary	-	np	122	102	85	17	<5	np	8	10	11	13	<5	286	335	7	
Bachelor of Education (43D)	Undergrad	Teacher Education	-	<5	16	42	13	<5	-	5	5	<5	<5	5	-	53	74	-	
Master of Teaching (E7G)	Postgrad	Teacher Education	-	150	14	<5	-	np	-	-	-	-	-	-	-	165	165	137	
Bachelor of Education (E3A)	Undergrad	Teacher Education																71	
Bachelor of Teaching (E3H)	Undergrad	Teacher Education																5	

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE		
2012 Number of programs		3
2012 Commencements		168
2012 Enrolments		646
2012 Completions		136
2012 Commencement breakdowns		
Gender	Females	134
	Males	34
Citizenship	Domestic	np
	Overseas	<5
Equity group	Indigenous	<5
	NESB	<5
	Low SES	23
	Regional & Remote	<5

Time series commencements

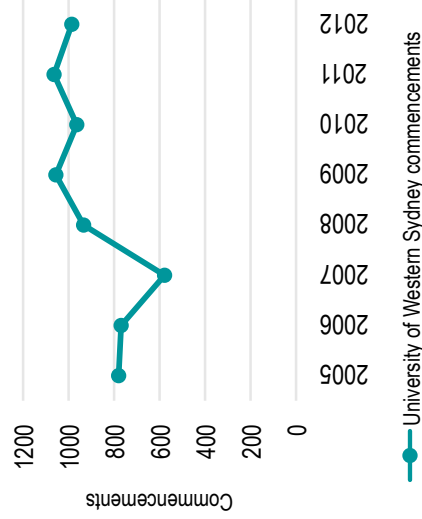


University of Technology, Sydney - individual program data for ITE programs (special course 22), 2012																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Commencements 2012	Total Completions 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90			91 to 100	Unknown
Bachelor of Education in Primary Education	Undergrad	Teacher Education: Primary	-	6	18	72	11	6	-	-	-	<5	22	20	<5	66	113	91
Bachelor of Education Bachelor of Arts in International Studies	Undergrad	Teacher Education: Primary	-	<5	<5	14	<5	-	-	-	<5	7	<5	8	<5	8	19	8
Bachelor of Education in Adult Education	Undergrad	Teacher Education not elsewhere classified	-	20	<5	-	12	np	-	-	-	-	-	-	-	36	36	36
Graduate Diploma in Vocational and Workplace Learning	Postgrad	Teacher Education: Vocational Education and Training																<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs	
2012 Number of programs	5
2012 Commencements	986
2012 Enrolments	2,038
2012 Completions	988
2012 Commencement breakdowns	
Gender	Females
	732
	Males
	254
Citizenship	Domestic
	925
	Overseas
	61
Equity group	Indigenous
	9
	NESB
	88
	Low SES
	208
	Regional & Remote
	34

Time series commencements



University of Western Sydney - individual program data for ITE programs (special course 22), 2012																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Commencements 2012	Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100			Unknown
Master of Arts (TESOL)	Postgrad	English as a Second Language Teaching	-	-	<5	-	-	-	np	-	-	-	-	-	<5	<5	10	
Master of Arts (TESOL)	Postgrad	English as a Second Language Teaching	-	<5	32	<5	<5	-	-	-	-	-	-	-	38	38	12	
Bachelor of Education (Primary) - AREP mode	Undergrad	Teacher Education: Primary	-	<5	-	-	-	-	np	-	-	-	-	-	<5	<5	<5	
Master of Teaching (Secondary)	Postgrad	Teacher Education: Secondary	-	56	400	-	10	-	-	-	-	-	-	-	466	466	427	
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	-	75	396	-	8	-	-	-	-	-	-	-	479	479	503	
Bachelor of Teaching (Primary)	Undergrad	Teacher Education: Primary															<5	
Bachelor of Teaching (Secondary)	Undergrad	Teacher Education: Secondary															<5	
Bachelor of Education (Secondary Technology)	Undergrad	Teacher Education: Vocational Education and Training															<5	
Master of Arts (TESOL)	Postgrad	English as a Second Language Teaching															5	

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

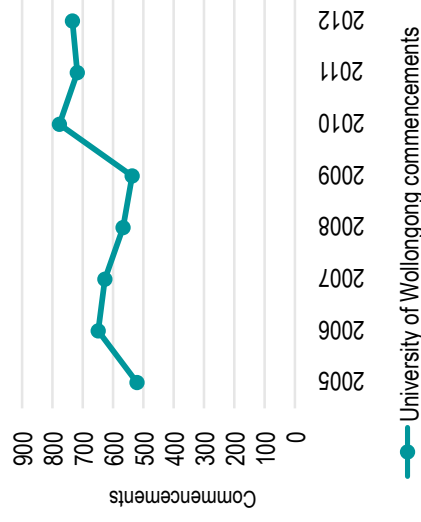
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The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

University of Wollongong - individual program data for ITE programs (special course 22), 2012

2012 Number of programs	25	
2012 Commencements	734	
2012 Enrollments	1,744	
2012 Completions	551	
2012 Commencement breakdowns		
Gender	Females	540
	Males	194
Citizenship	Domestic	689
	Overseas	45
Equity group	Indigenous	16
	NESB	5
	Low SES	129
	Regional & Remote	228

Time series commencements



The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

University of Wollongong - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Commencements 2012	Total Completions 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90			91 to 100	Unknown
Bachelor of Physical and Health Education	Undergrad	Teacher Education: Secondary	-	9	11	58	<5	np	-	-	-	11	25	13	-	32	81	63
Bachelor of Education – The Early Years	Undergrad	Teacher Education: Early Childhood	-	<5	6	21	12	np	-	-	-	11	9	-	-	21	41	18
Bachelor of Physical and Health Education (Dean's Scholar)	Undergrad	Teacher Education not elsewhere classified	-	-	-	<5	-	np	-	-	-	-	-	-	<5	-	<5	-
Bachelor of Primary Education (Dean's Scholar)	Undergrad	Teacher Education: Primary	-	-	<5	8	-	np	-	-	-	-	-	<5	7	<5	9	-
Bachelor of Science Education (Dean's Scholar)	Undergrad	Teacher Education: Secondary	-	-	-	<5	-	np	-	-	-	-	-	<5	-	-	<5	-
Graduate Diploma in Education (Primary)	Postgrad	Teacher Education: Primary	-	-	12	-	-	-	-	-	-	-	-	-	-	12	12	9
Graduate Diploma in Education Secondary	Postgrad	Teacher Education: Secondary	-	-	6	-	-	-	-	-	-	-	-	-	-	6	6	<5
Graduate Diploma in Education (Primary)	Postgrad	Teacher Education: Primary	-	-	10	-	-	-	-	-	-	-	-	-	-	10	10	10
Graduate Diploma in Education Secondary	Postgrad	Teacher Education: Secondary	-	-	6	-	-	-	-	-	-	-	-	-	-	6	6	<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

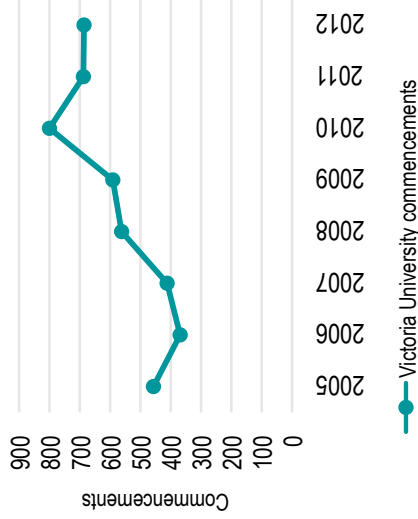
University of Wollongong - individual program data for ITE programs (special course 22), 2012

Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown
Graduate Diploma in Education (Primary)	Postgrad	Teacher Education: Primary	-	-	26	-	-	-	-	-	-	-	-	-	26	26	28
Graduate Diploma in Education Secondary	Postgrad	Teacher Education: Secondary	-	-	14	-	-	-	-	-	-	-	-	-	14	14	15
Graduate Diploma in TESOL	Postgrad	English as a Second Language Teaching	-	-	19	-	-	-	-	-	-	-	-	-	19	19	12
Graduate Diploma in Adult Education	Postgrad	Teacher Education: Vocational Education and Training	-	<5	<5	-	-	-	-	-	-	-	-	-	9	9	-
Graduate Diploma in Vocational Education and Training	Postgrad	Teacher Education: Vocational Education and Training	-	-	<5	-	np	-	<5	-	-	-	-	-	<5	<5	5
Graduate Diploma in Education (Primary)	Postgrad	Teacher Education: Primary	-	-	29	-	-	-	-	-	-	-	-	-	29	29	27
Graduate Diploma in Education Secondary	Postgrad	Teacher Education: Secondary	-	<5	13	-	np	-	-	-	-	-	-	-	14	14	15
Bachelor of Early Childhood Education	Undergrad	Teacher Education: Early Childhood	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<5

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs	
2012 Number of programs	3
2012 Commencements	686
2012 Enrolments	2,218
2012 Completions	364
2012 Commencement breakdowns	
Gender	Females
	494
	Males
	192
Citizenship	Domestic
	676
	Overseas
	10
Equity group	Indigenous
	<5
	NESB
	19
	Low SES
	172
	Regional & Remote
	68

Time series commencements



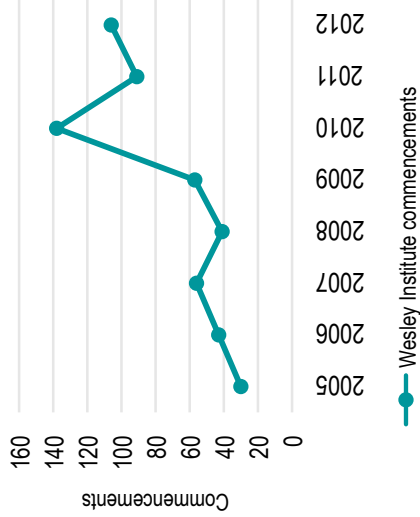
Victoria University - individual program data for ITE programs (special course 22), 2012																		
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR							Total Completions 2012		
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100		Unknown	Total Commencements 2012
BACHELOR OF EDUCATION (EARLY CHILDHOOD/PRIMARY)	Undergrad	Teacher Education: Early Childhood	-	12	20	31	72	-	-	43	24	11	5	-	-	52	135	68
BACHELOR OF EDUCATION	Undergrad	Teacher Education: Secondary	-	9	141	233	153	-	-	123	157	79	32	np	<5	124	536	20
BACHELOR OF EDUCATION (VET SECONDARY TEACHING)	Undergrad	Teacher Education	np	<5	11	-	-	-	-	-	-	-	-	-	-	15	15	18
MASTER OF EDUCATION	Postgrad	Teacher Education																6
BACHELOR OF EDUCATION	Undergrad	Teacher Education: Primary																252

The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Aggregated data from all ITE programs	
2012 Number of programs	2
2012 Commencements	106
2012 Enrolments	213
2012 Completions	72
2012 Commencement breakdowns	
Gender	Females
	66
	Males
	40
Citizenship	Domestic
	106
	Overseas
	-
Equity group	Indigenous
	<5
	NESB
	-
	Low SES
	9
	Regional & Remote
	14

Wesley Institute - individual program data for ITE programs (special course 22), 2012																
Course Name	Course Level	Detailed Field of Education	Basis of Admission						ATAR						Total Completions 2012	
			Not stated	Other basis	Higher education course	Secondary education	VET award course	Mature age	Professional qualification	30 to 50	51 to 60	61 to 70	71 to 80	81 to 90		91 to 100
Graduate Diploma of Education (Secondary)	Postgrad	Teacher Education: Secondary	< 5	< 5	83	-	-	-	-	-	-	-	-	-	87	87
Master of Teaching (Primary)	Postgrad	Teacher Education: Primary	< 5	< 5	17	-	-	-	-	-	-	-	-	-	19	19
					Total Commencements 2012											
					Total Completions 2012											

Time series commencements



The data in these tables have been derived from information reported by Higher Education Institutions under the *Higher Education Support Act 2003* to the Department of Education. The ATAR data include ATARs for all commencing students who have a recorded ATAR and is not a direct representation of how students are admitted to an ITE program (see p. 56 for further detail).

Appendix 1: Full data tables

Appendix Table 1: Commencements in initial teacher education programs (special course 22) by mode of attendance and student and other program characteristics, 2012

	2012 Commencements							
	Internal		External		Multi-Modal		Total	
Gender								
Male	5,609	27%	1,106	17%	654	25%	7,369	24%
Female	15,494	73%	5,592	83%	2,002	75%	23,088	76%
Total	21,103	100%	6,698	100%	2,656	100%	30,457	100%
Type of attendance								
Full-time	19,321	92%	2,741	41%	2,396	90%	24,458	80%
Part-time	1,782	8%	3,957	59%	260	10%	5,999	20%
Total	21,103	100%	6,698	100%	2,656	100%	30,457	100%
Level of study								
Postgraduate	5,905	28%	1,955	29%	722	27%	8,582	28%
Undergraduate	15,198	72%	4,743	71%	1,934	73%	21,875	72%
Total	21,103	100%	6,698	100%	2,656	100%	30,457	100%
Age range								
<20	9,679	46%	199	3%	1,054	40%	10,932	36%
20-24	6,352	30%	1,347	20%	804	30%	8,503	28%
25-29	2,211	10%	1,465	22%	306	12%	3,982	13%
30-39	1,785	8%	2,334	35%	312	12%	4,431	15%
40+	1,076	5%	1,353	20%	180	7%	2,609	9%
Total	21,103	100%	6,698	100%	2,656	100%	30,457	100%
Equity group								
NESB	278	1%	70	1%	25	1%	373	1%
Indigenous	340	2%	161	2%	81	3%	582	2%
Low SES - SA1	3,585	18%	1,583	24%	587	23%	5,755	20%
Regional - 2011 ASGS	4,288	21%	2,280	35%	1,217	47%	7,785	27%
Remote - 2011 ASGS	130	1%	192	3%	44	2%	366	1%
Total	20,107		6,605		2,571		29,283	

Source: Customised data provided by the Department of Education Higher Education Group.

Note: The data on equity group numbers excludes domestic students whose permanent home address is overseas.

Note: Some columns may not equal 100% due to rounding.



Appendix Table 2: Enrolments in initial teacher education programs (special course 22) by mode of attendance and student and other program characteristics, 2012

	2012 Enrolments							
	Internal		External		Multi-Modal		Total	
Gender								
Male	13,124	25%	2,395	16%	2,534	22%	18,053	23%
Female	39,141	75%	12,153	84%	8,865	78%	60,159	77%
Total	52,265	100%	14,548	100%	11,399	100%	78,212	100%
Type of attendance								
Full-time	45,978	88%	5,416	37%	10,292	90%	61,686	79%
Part-time	6,287	12%	9,132	63%	1,107	10%	16,526	21%
Total	52,265	100%	14,548	100%	11,399	100%	78,212	100%
Level of study								
Postgraduate	9,336	18%	4,134	28%	1,219	11%	14,689	19%
Undergraduate	42,929	82%	10,414	72%	10,180	89%	63,523	81%
Total	52,265	100%	14,548	100%	11,399	100%	78,212	100%
Age range								
<20	16,310	31%	300	2%	2,456	22%	19,066	24%
20-24	23,213	44%	2,702	19%	5,922	52%	31,837	41%
25-29	5,726	11%	3,143	22%	1,225	11%	10,094	13%
30-39	4,401	8%	5,142	35%	1,109	10%	10,652	14%
40 +	2,615	5%	3,261	22%	687	6%	6,563	8%
Total	52,265	100%	14,548	100%	11,399	100%	78,212	100%
Equity group								
NESB	536	1%	161	1%	100	1%	797	1%
Indigenous	763	2%	433	3%	294	3%	1,490	2%
Low SES - SA1	8,907	18%	3,428	24%	2,480	22%	14,815	20%
Regional - 2011 ASGS	10,226	20%	5,257	37%	4,742	42%	20,226	27%
Remote - 2011 ASGS	291	1%	461	3%	147	1%	900	1%
Total	50,301		14,259		11,199		75,759	

Source: Customised data provided by the Department of Education Higher Education Group.

Note: The data on equity group numbers excludes domestic students whose permanent home address is overseas.

Note: Some columns may not equal 100% due to rounding.

Appendix Table 3: Commencements in initial teacher education programs (special course 22) by level of study and student and other program characteristics, 2012

	2012 Commencements					
	Undergraduate		Postgraduate		Total	
Gender						
Male	4,840	22%	2,529	29%	7,369	24%
Female	17,035	78%	6,053	71%	23,088	76%
Total	21,875	100%	8,582	100%	30,457	100%
Type of attendance						
Full-time	17,579	80%	6,879	80%	24,458	80%
Part-time	4,296	20%	1,703	20%	5,999	20%
Total	21,875	100%	8,582	100%	30,457	100%
Mode of attendance						
Internal	15,198	69%	5,905	69%	21,103	69%
External	4,743	22%	1,955	23%	6,698	22%
Multi-Modal	1,934	9%	722	8%	2,656	9%
Total	21,875	100%	8,582	100%	30,457	100%
Age range						
24 and under	15,848	72%	3,567	42%	19,435	64%
25-29	2,064	9%	1,918	22%	3,982	13%
30-39	2,541	12%	1,890	22%	4,431	15%
40 +	1,422	7%	1,187	14%	2,609	9%
Total	21,875	100%	8,562	100%	30,457	100%
Equity group						
NESB	194	1%	179	2%	373	1%
Indigenous	525	2%	57	1%	582	2%
Low SES - SA1	4,638	22%	1,117	14%	5,755	20%
Regional - 2011 ASGS	6,239	29%	1,546	20%	7,785	27%
Remote - 2011 ASGS	314	1%	53	1%	366	1%
Total	21,377		7,906		29,283	

Source: Customised data provided by the Department of Education Higher Education Group.

Note: The data on equity group numbers excludes domestic students whose permanent home address is overseas.

Note: Some columns may not equal 100% due to rounding.



Appendix Table 4: Enrolments in initial teacher education programs (special course 22) by level of study and student and other program characteristics, 2012

	2012 Enrolments					
	Undergraduate		Postgraduate		Total	
Gender						
Male	13,949	22%	4,104	28%	18,053	23%
Female	49,574	78%	10,585	72%	60,159	77%
Total	63,523	100%	14,689	100%	78,212	100%
Type of attendance						
Full-time	51,547	81%	10,139	69%	61,686	79%
Part-time	11,976	19%	4,550	31%	16,526	21%
Total	63,523	100%	14,689	100%	78,212	100%
Mode of Attendance						
Internal	42,929	68%	9,336	64%	52,265	67%
External	10,414	16%	4,134	28%	14,548	19%
Multi-Modal	10,180	16%	1,219	8%	11,399	15%
Total	63,523	100%	14,689	100%	78,212	100%
Age range						
24 and under	45,647	72%	5,256	36%	50,903	65%
25-29	6,662	10%	3,432	23%	10,094	13%
30-39	6,998	11%	3,654	25%	10,652	14%
40 +	4,216	7%	2,347	16%	6,563	8%
Total	63,523	100%	14,689	100%	78,212	100%
Equity group						
NESB	505	1%	292	2%	797	1%
Indigenous	1,391	2%	99	1%	1,490	2%
Low SES - SA1	12,784	21%	2,031	15%	14,815	20%
Regional - 2011 ASGS	17,475	28%	2,751	20%	20,226	27%
Remote - 2011 ASGS	787	1%	113	1%	900	1%
Total	62,125		13,634		75,759	

Source: Customised data provided by the Department of Education Higher Education Group.

Note: The data on equity group numbers excludes domestic students whose permanent home address is overseas.

Note: Some columns may not equal 100% due to rounding.

Appendix Table 5: Domestic initial teacher education programs (special course 22) commencements by basis of admission with and without a recorded ATAR, 2012

	Undergraduate commencements		Postgraduate commencements		Total commencements	
	Number	%	Number	%	Number	%
Secondary - ATAR	5,941	27.7%	0	0.0%	5941	20.2%
Higher education - ATAR	1,051	4.9%	81	1.0%	1132	3.9%
VET award - ATAR	728	3.4%	0	0.0%	728	2.5%
Mature entry - ATAR	279	1.3%	0	0.0%	279	0.9%
Professional qualification - ATAR	18	0.1%	0	0.0%	18	0.1%
Other basis - ATAR	489	2.3%	0	0.0%	489	1.7%
Secondary entrants - other	2,821	13.2%	36	0.5%	2857	9.7%
Higher education - other	4,477	20.9%	7,340	92.2%	11817	40.2%
VET award - other	2,831	13.2%	33	0.4%	2864	9.7%
Mature entry - other	1,318	6.1%	5	0.1%	1323	4.5%
Professional qualification - other	95	0.4%	15	0.2%	110	0.4%
Other domestic entrants - other	1,386	6.5%	449	5.6%	1835	6.2%
Total commencements	21,434	100%	7,959	100%	29,393	100%

Source: Customised data provided by the Department of Education Higher Education Group.

Note: Some columns may not equal 100% due to rounding.



Appendix 2: Data sources

Higher Education Student Data Collection

Data collected, released and published by the Department of Education (DE) are subject to the provisions of the Higher Education Support Act. The following statement is displayed on the DE website:

Under the Higher Education Support Act 2003, sections 179-5, 10, 15, 20(c) and the Privacy Act 1988, section 14 (IPP11), it is an offence to release any information that is likely to enable identification of any particular individual.

To avoid any risk of disseminating identifiable data, a disclosure control technique called data suppression has been utilised. Cells that have values of less than five have been primarily suppressed and annotated as '< 5'. To prevent cells that have been primarily suppressed from being calculated, other cells may also need to be suppressed. This is known as consequential or secondary suppression. These cells are annotated as 'np' (not published). In the data cube (uCube), a disclosure control technique called input perturbation has been applied to the data, whereby small random adjustments are made to cell counts.

This is applicable to all of the Department of Education's Higher Education data that is either published on the Department's website or custom tabular data provided to clients.³³

Access to the full suite of higher education student data and further information on data requests and data protocols are available from the department website via the following links:

<https://education.gov.au/student-data>

<https://education.gov.au/data-requests-data-protocols-and-data-privacy>

Australian Standard Classification of Education (ASCED)

The ASCED is the basis of the fields of education (FoE) classifications used by both DE and GCA for data in this report. The classifications are high level and do not provide detailed descriptors specifying all the distinct areas of initial teacher education programs. For example, the 'Teacher Education: Early Childhood' classification does not differentiate between school and non-school settings. Similarly, the ASCED does not make any distinction between 'initial training' and 'post/other training'.

Further information is available via the Australian Bureau of Statistics website:

<http://www.abs.gov.au/ausstats/abs@.nsf/mf/1272.0>

³³ Department of Education, *Data Requests, Data Protocols and Data Privacy*, Department of Education, Canberra, 2014, viewed 10 April 2014, <https://education.gov.au/data-requests-data-protocols-and-data-privacy>.

Graduate Careers Australia

GCA carries out three separate surveys: first, the main Australian Graduate Survey (AGS) that incorporates items concerned with graduates' destinations ('Graduate Destination Survey' or GDS) and course experiences (the 'Course Experience Questionnaire' or CEQ), which are treated separately; second, the Postgraduate Research Experience Questionnaire (PREQ); and, third, the Beyond Graduation Survey (BGS).

Further information and survey reports are available from the Graduate Careers website:

<http://www.graduatecareers.com.au/research/surveys/>

The Graduate Course Experience 2012 report outlines some of the key considerations in interpreting the reported data:

While the CEQ is conducted as part of a national graduate census, the extent of non-responses to the survey means that it is reasonable to consider the secured response to be a sample of the overall graduate population. As has been recommended in previous editions of this report, differences in CEQ scores of five points or more may be considered to be of practical interest because they represent a difference of at least a fifth of a standard deviation. It is important to bear this in mind when interpreting the results presented in this report and in the supplementary tables and figures.³⁴

Populations surveyed and response rates

The surveys are censuses, not sample surveys – that is, 'all new graduates receive a survey form or an invitation to complete one online or via a telephone interview' (p. 3). Each higher education institution conducts its own data collection.

A minimum response rate of 50 per cent is required for the publication of data (though institutions may make internal use of data pertaining to their graduates with lower response rates). The total (domestic and overseas/international students) 2012 AGS response rate was 56 per cent, and the response rate for domestic students only was 61 per cent.

Classifications

It should also be noted that GCA does not differentiate postgraduate initial teacher education programs from all other postgraduate coursework programs in the education FoE. For example, even though a Masters of Teaching is an initial teacher education program and a Masters of Education a post-initial program, GCA cannot differentiate between graduates of the two types of programs because both are similarly classified according to the ACSED FoE codes. Similarly, there can be no differentiation between initial and post-initial graduate diplomas.

³⁴ Graduate Careers Australia, *Graduate course experience 2012: A report on the course experience perceptions of recent graduates*, Graduate Careers Australia, Melbourne, 2012 viewed 10 April 2014, [http://www.graduatecareers.com.au/wp-content/uploads/2013/07/Graduate%20Course%20Experience%202012%20\[secured\].pdf](http://www.graduatecareers.com.au/wp-content/uploads/2013/07/Graduate%20Course%20Experience%202012%20[secured].pdf).



Staff in Australia's Schools Survey

The questionnaires used for SiAS 2007 and 2010 provide a basis for the SiAS 2013 instruments. Those questionnaires were developed through an extensive consultation and pilot testing process. In addition, it was important to preserve comparability between the surveys so that changes over time in key variables could be measured.

SiAS 2013 involved two questionnaires:

- a Teacher questionnaire
- a Leader questionnaire.

Chapter 2 of the SiAS Main report specifically outlines information on the questionnaire design, sampling and response rates.

The Staff in Australia's Schools survey reports are available from the Department of Education website:

<https://education.gov.au/school-teacher-workforce-data-reports>

Longitudinal Teacher Education and Workforce Study (LTEWS)

The LTEWS provides both a point-in-time and longitudinal perspective on the 2011 cohort of new graduates from their exit from teacher education programs into the first year of teaching employment. Due to limitations in the design, timelines and implementation of the LTEWS, its findings should be interpreted with caution noting that the study faced great difficulty in identifying a consistent body of newly qualified teachers transitioning to work. Any concerns about data quality are highlighted throughout the report to enable readers to consider margins of error when interpreting the data. Detailed information on the methodology and data constraints is available in the full LTEWS report.³⁵

³⁵ D Mayer et al., *Longitudinal Teacher Education and Workforce Study Final Report*, 2014.

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